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LOYOLA UNIVERSITY CHICAGO

EXAMINING FEMALE PRINCIPALS THAT LEAD
WITHIN THE SAME SCHOOLS THAT THEY ONCE TAUGHT

A DISSERTATION SUBMITTED TO THE
FACULTY OF THE GRADUATE SCHOOL OF EDUCATION
IN CANDIDACY FOR THE DEGREE OF
DOCTOR OF EDUCATION

PROGRAM IN ADMINISTRATION AND SUPERVISION

BY

ERICA M. JORDAN

CHICAGO, ILLINOIS

MAY 2012

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DEDICATION

I would like to dedicate my dissertation to my daughter, Elissia, who inspires me. I was created so that she could exist. She is the reason I was born. She is the best parts of me magnified. She taught me that the world was limitless but that I was going to have to work for it. It is unfair to have watched her grow so fast into the leader that she only recently taught me how to become. She is the most courageous young lady I have ever known and nothing brings more joy to my heart than being her mother.

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ABSTRACT

The purpose of this study was to examine female principals that once taught within the school that they now lead. This study explored the transition from colleague to superior and discussed Sergiovanni's *Sources of Authority* (1992) that are employed by female administrators to balance social relationships while maintaining high levels of teacher expectations, conducting formal/informal evaluations, and exerting disciplinary actions when appropriate. This study served to explain what happened to social relationships when there was a positional power shift over a person where a friendship had previously been established.

Eleven female principals throughout suburban areas of Chicago, Illinois, that once taught within the schools that they now lead participated in an interview. Their responses were analyzed to identify themes and the source of authority that they most heavily relied on during their transition from a colleague to the superior.

Evidence gathered in this study suggested that intimate friendships are affected by the role change while casual friendships are unaffected. According to the participants, after attaining a leadership position, the intimate friendships were either strengthened or relinquished. Participants that had not established any social relationships prior to becoming the principal tended to become more social after their role change. Participants cited four challenges with ascending from a colleague to a superior: (1) addressing

performance issues of a friend; (2) the perception of favoritism toward a friend (3) the misconception of others about prior knowledge of the school; and, (4) acceptance of peers. Also, three categories of conflict that these participants experienced were identified: (1) conflict among colleagues; (2) superior/subordinate conflict; and, (3) conflict with procedures. In an effort to combat these challenges and conflicts, female principals preferred a collaborative leadership approach and relied heavily on Psychological Authority.

CHAPTER I

INTRODUCTION

I think that's a difficult transition, you know, stepping over that line from teacher to administrator – even as an assistant principal, people look at you differently.... And I think it was difficult for people here because we were friends and I still wanted to be friends, but now I'm a supervisor so we have to draw the line. (Loder & Spillane, 2005)

Imagine a designated room inside of a school that teachers can use to enjoy jovial conversation over lunch, share intimate stories about their personal life, engage in conversations about teaching pedagogies and swap their frustrations with the newest district mandated initiative with their colleagues. After spending hours teaching students, teachers look forward to their daily dose of adult conversation with their colleagues in this space, oftentimes feeling violated when an administrator dares to cross into their sacred zone. This room is of course the coveted teachers' lounge.

There is one constant that seemingly occurs in many teachers' lounges: all conversations cease when the administrator enters the room (Gimbel, 2003) and shifts to a different topic, usually driven by the administrator. This phenomenon may leave the average administrator in a quandary about the "secretive conversation" that they just interrupted. However, the female principal that once shared in this ritual with the same teachers may experience something more complex. Having once been a welcomed

member of this teaching family, she may feel ostracized by her former peers for making that quantum leap into administration (Gimbel, 2003; Rousmaniere, 2007). How does a female principal maintain trusting relationships with teachers, especially after trading in her equal status for a role of power and authority over them?

Gimbel's (2003) excerpt describes her personal experience soon after accepting her first principalship:

...Principals are not part of collective bargaining. I was no longer part of the cohort of teachers with whom I joked and shared pedagogy in the teachers' lounge and partake in discussion. Whenever I entered the faculty lounge, teachers stopped talking. This change in the way others treated me gnawed at me. I felt uneasy in my daily practice, always wondering how I as being perceived. (p. ix)

As unpleasant as it may feel to be rejected from a place that was once inviting, female principals ascending from colleague to superior may experience some turbulence professionally and socially if this transition leads to positional power over colleagues where a friendship had been previously established. According to Markiewicz, Devine and Kausilas (2000), friendship is "a voluntary, reciprocal, equal relationship which is seen as unique and special, and which enhances the sense of self and of the partners" (p. 161). Interpersonal relationships are part of the socialization process that is indoctrinated in humans from birth. Considering Americans center their lives on their work, it seems quite natural that many close friendships are established in the workplace (Morrison, 2004). How can a female principal maintain social relationships with her subordinates if

a component of the friendship is an equal relationship? Once she becomes the superior, it may seem natural that the relationship will shift because of the loss of equality.

Friendships in the workplace are characterized by shared commitment, interests, and values among co-workers that extend beyond the scope of a simple acquaintance (Berman et al., 2002). In a study on workplace friendships done by Morrison (2009), considerably more women than men contribute the emotional and social support that they receive in times of stress to the friendships that they have fostered at work. Also, women tend to appreciate the emotional support, trust, and opportunities for self-disclosure that they receive at work more than men (Cahill & Sias, 1997; Markiewicz et al., 2000). Friendships established in the workplace have been known to reduce stress, increase collaborative communication and improve productivity which each have a considerable influence on job performance and role commitment (Berman et al., 2002; Morrison, 2004). However, women that encounter relational aggression or rejection in the workplace from other women have reported that these behaviors have a negative impact on their job performance as it is a distraction from their regular duties (Dryier, 2009).

Relatively few scholarly papers are available that explore the social relationships that exist in the workplace; with a near absence in the educational setting. Elton Mayo (1933) and Abraham Maslow (1954) were instrumental in bringing attention to the social relationships that exist in and have an influence on an organization (Morrison, 2004). Both men were pioneers in describing the social needs of employees in the workplace. Mayo was known for his research on the *Hawthorne Studies*, of which his findings indicated that social relationships have an impact on employee productivity. One of his

key findings included that financial compensations and good working conditions were not as important to employees as the need to belong to a group. Similarly, Maslow's *Hierarchy of Needs* describes the level of needs that an employee must achieve in order to attain self-actualization, a person's full understanding of his/her potential and acceptance of who he/she is. He maintains that once a person's physiological and safety needs are met, he/she then needs to feel a sense of belongingness and acceptance in order to eventually achieve self-actualization. In the workplace, this is achieved through the friendships and relationships that are established.

Another area that lacks scholarly research concerns women and gender issues in educational administration. Traditional literature written on this topic tends to focus on the white-male perspective, almost ignoring the gender differences that exist between males and females (Eckman, 2004; Hill & Ragland, 1995; Shakeshaft, 1989). The lack of research on gender issues would not be an issue if men and women were not significantly different and generally have different leadership styles (Mertz & McNeely, 1998). According to the research, women tend to be more nurturing, democratic and empowering leaders than their male counterparts (Adams & Hambright, 2004; Eagly & Johannesen-Schmidt, 2001; Mertz & McNeely, 1998). Women tend to promote a more shared leadership approach that promotes an environment of collaboration. They are more sympathetic listeners and approachable than their male counterparts (Morrison, 2009) which emphasizes their qualities of care and supportiveness. Only recently has literature on the gender differences that exist in educational leadership been developed, which suggest that only during the past few decades have researchers realized that a

difference does exist between male and female administrators (Blount, 1998; Brunner, 2000; Mertz & McNeely 1998). It was this researcher's goal to add to the body of literature on educational administration concerning the relationship that may exist between gender, educational leadership, and social relationships.

To better understand the female principal of today, along with her leadership style, understanding her professional history may provide insight into her experiences and her advancement into the principalship. This personal perspective attempted to underline the plight of women in their quest to school leadership opportunities and expand the understanding of the obstacles that they may have encountered. This research began by exploring the history of women in education and continued with an inquiry into social relationships established in the workplace. It then examined the multiple perspectives of women who have transitioned from teacher to principal in the same school that they once taught within and the influence that social relationships may have had on the leadership style of these female educational administrators.

Evolution of the Female School Principal

The role of the principal was not introduced to school systems until the mid-19th century (Rousmaniere, 2007). Prior to that, the male teacher worked in isolation carrying out the clerical and administrative duties of a one-room schoolhouse. By the time the principal role was established, 70% of teachers were women which could be largely contributed to their lack of work opportunities and their willingness to accept lower wages than male teachers (Brunner & Grogan, 2007; Nelson, 1983).

With the massive growth in the population of urban areas, communities demanded that schools reorganize into a graded system that divided students based on age and level of achievement under the direction of a single teacher. In urban areas that were heavily populated, schools were divided into elementary and secondary grades that reported to the district officers (Rousmaniere, 2007). There soon became a need for a “head teacher” or “principal teacher” to assume the responsibilities of the supervision of the day to day operations of the school, in addition to continuing with teaching responsibilities (Goodwin et al., 2005; Kafka, 2009; Rousmaniere, 2007). The principal teacher, generally a man, was designated to take on the additional responsibilities of organizing classes and the course of study, classifying students, taking attendance and administering discipline to students in an effort to establish and maintain harmony in the schoolhouse (Brunner & Grogan, 2007; Kafka, 2009; Rousmaniere, 2007).

In the 1920's, male principal teachers throughout the U.S. began spending more time observing classroom instruction and helping improve teaching practices that were in place. Superintendents wanted the principal teacher to not only rate the students on their achievement but rate the teacher on their instructional practices. The principal teacher was completely relieved of his teaching duties and began to focus on being a teacher of teachers, an instructional leader (Cubberley, 1923; Kafka, 2009; Goodwin et al., 2005). What was once one teacher overseeing a classroom of students soon transformed into one head teacher overseeing a schoolhouse of teachers (Rousmaniere, 2007). The principal was now evaluated by his ability to lead a school and develop teachers professionally.

Teaching was feminized because it was considered women's work due to the low social status and low wages associated with the profession. This caused men to leave teaching and enter educational administration. By contrast, educational administration became masculinized by the same standards. Administration was considered men's work because it had a higher social status and the responsibilities brought a certain level of authority to the principal (Brunner & Grogan, 2007; Kafka, 2009; Mertz & McNeely, 1998).

In the early 20th century, women's presence in educational leadership positions began to grow (Blount, 1998). However, many of the female administrators could be found at the elementary level which was considered less desirable than the secondary principalships because of the lower wages and still low prestige. During this time, women that aspired to lead schools were supported by suffrage activism and the women movement (Brunner & Grogan, 2007). The women's suffrage movement was pivotal in encouraging women to seek educational administrative positions. The pursuit of equal rights and opportunities for women elicited women to join together to support other women seeking leadership positions. This also had a major impact on women voices in the political arena because they could now be heard through their ability to vote (Brunner & Grogan, 2007).

After World War II, women were asked to leave their administrative roles in order to give these jobs back to men returning from the war (Brunner & Grogan, 2007; Kafka, 2009; Shakeshaft, 1989). At this time, the role of the principalship had earned higher social prestige than it previously had and was considered a "white and male" position

(Kafka, 2009). The principalship was clearly distinct from the role of the classroom teacher and thus more attractive to males. Additionally, women were less likely to be found in positions supervising men than they were to be in positions supervising other women. This was a disservice to the entire field of education because far too often the more qualified educator relinquished her position to a less capable man (Shakeshaft, 1989).

In 1972, Title IX of the Educational Amendments was passed prohibiting discrimination practices based on sex. This milestone in history was critical in attempting to assure that hiring practices were fair to women and that they would have equal access and pay for the same jobs as men including school leadership positions (Brunner & Grogan, 2007; Goodwin et al., 2005). Soon following in 1974, the Women's Educational Equity Act was instituted to research and correct the gender related inequalities that existed in the educational system (Shakeshaft, 1989). It would be decades later that these political responses to the gender inequalities in the United States would cause a significant growth in women filling educational leadership positions.

The one-room schoolhouse has evolved into sophisticated school districts that are more complex than our forefathers or foremothers could have imagined. Women continue to dominate the field of education but still are not seen significantly in principalships. According to the U.S. Department of Education in 2007-08, 28.5% of secondary principals are women as compared to 58.9% women that serve as elementary school principals. This is a major growth in leadership for women whom in 1993 represented 16% in secondary schools and 46.4% at the elementary level. However, a

disparity still exists between men and women as educational leaders. Considering women make up 83% of the population of U.S. educators, they are still not equally represented in school level leadership positions.

The role of the principal is complex and demanding at best. As an instructional leader, raising student achievement is paramount to the profession. In addition to conducting classroom observation, evaluating teachers, and monitoring classroom assignments (Mazzeo, 2003), educational leaders are expected to adhere to district level mandates, oversee school personnel, maintain safety and security on campus, order necessary materials and supplies, and balance the school budget, all while addressing daily urgent issues that may arise (Institute for Educational Leadership, 2000). A principal cannot do these things alone. It is their team that they build that makes all this and more possible (Gimbel, 2003). Therefore, the school climate and relationships fostered by the principal are vital to the success of the school.

Purpose of the Study

Friendships between women are characterized by certain general qualities that differ from those between men. Women tend to be more nurturing and collaborative by nature than their male counterparts (Behm-Morawitz & Mastro, 2008; Jones, 2009). Also, women tend to place more value on the shared conversations and emotional support that they receive from friendships (Morrison, 2009). This research explored not only these qualities found in the workplace, but those found specifically in an academic setting. It also provided an understanding of women school leaders' ability to maintain

high expectations of teachers, especially in situations that may serve to threaten the social relationship that they have established with other women.

Women tend to teach longer than men prior to ascending into a principalship (Jones et al., 2009; Loder & Spillane, 2005). These longer tenures can be contributed to how deeply women, more so than men, tend to value the intrinsic rewards of teaching which includes the friendships and bonds that they have formed with their colleagues (Loder & Spillane, 2005; Oplatka, 2001). Once teachers advance to principalships in the same school that they taught, they are charged with the duties of hiring, firing, evaluating and being “the boss”. They are viewed differently by their former colleagues and may have to shift the type of relationship that they once shared with other females in order to be efficient in their new role. Rousmaniere (2007) stated that “teachers who become administrators are often seen as crossing a boundary much like the River Styx – a one-way passage to a place not all that pleasant” (p. 6).

The purpose of this study was to examine female principals of schools in which they once taught. This study explored the transition from colleague to superior and discussed Sergiovanni’s *Sources of Authority* (1992) that are employed by female administrators to balance social relationships while maintaining high levels of teacher expectations, conducting formal/informal evaluations, and exerting disciplinary actions when appropriate. Moreover, this research explored what happened to these social relationships when female teachers are internally promoted to a leadership position over their colleague. Lastly, this research explored the possible affects when there was a

power shift in these relationships due to the acquisition of authority over someone where a previous social bond had been established.

Research Questions

This research answered the following questions:

1. Are there intentional processes used by female administrators to transition from colleague to superior of other females where a friendship had previously been established? If so, what are they?
2. Along with changes in the professional relationship between female administrators and their former female colleagues, are there significant changes in the social relationships? If so, what are they?
3. Are there challenges associated with the role change from colleague to superior amongst females? If so, what are they?
4. From what sources of authority are these processes and changes grounded?

Significance of the Study

This study serves to be significant because it provides an understanding of how female administrators are able to find balance in transitioning into a new professional and social role concurrently. As leadership opportunities arise in various capacities, female teachers are being asked to take on progressively more responsibilities that may put them in a position of power over other women that they consider to be their friends. This study provides an understanding of effective strategies employed by female administrators that addressed the conflicts of being an effective educational administrator while maintaining the social relationships that have been fostered with other females.

Little is known about the dual relationships that exist or function within the workplace (Morrison, 2008). This study adds a voice to a silent population of administrators that exist and provide strategies to the rapid growing number of female administrators that are entering the profession. The social expectations that are assigned to gender contributed to the focus on females' transition for this study. These societal unofficial regulations suggest that females may value the benefits of friendships more than males; therefore, they may be more likely to struggle with role confusion and role conflict once they have assumed a new leadership position over their female friends (Loder & Spillane, 2005) which may have an impact on their ability to successfully fulfill their responsibility as a school leader.

Methodology

Sampling

The methodology used to conduct this research was qualitative study. A comprehensive list of women principals in Illinois were identified through the use of the Freedom of Information Act (FOIA). An introduction to the study highlighting the selection criteria, along with a solicitation to participate was mailed to female principals in the Chicagoland area excluding Chicago Public Schools. Respondents that wished to participate in the study returned a letter of cooperation electronically. From those letters of cooperation, 11 respondents were randomly selected to participate in the study. The subjects were contacted via email or telephone to verify that all set criteria have been met. After which an interview was scheduled. Criteria for potential subjects included:

- Female principal with a minimum of two completed years of administrative experience presently at a school that they once taught.
- A minimum of three years of teaching experience at the same school in which they became a principal.

Data Collection Procedures

Once a subject agreed to participate in the study, the researcher scheduled a face to face interview with the subject. The data collection procedures are as follows:

1. Conduct a 45 minute semi-structured interview with the administrator. The purpose of the interview was to:
 - a. Gain insight on the social relationships that were formed while they were teachers.
 - b. Gain insight on the social relationships that exist(ed) as an administrator;
 - c. Gain insight on the transition process from teacher and principal in the same school.
2. Written notes were expanded upon for clarity. Tape(s) of the interview were transcribed within two weeks of the interview.
3. The subject was provided with an electronic copy of the transcription for their review making any updates or corrections as directed by the subject or researcher.
4. After this aforementioned member check (Merriam, 2009), the research looked for common themes that arise in the interview as well as those that occur amongst subjects.

Data from the interview and related literature were triangulated with the conceptual framework to provide an understanding of how these female administrators transitioned from colleague to superior. Using these three data sources (see Figure 1) allowed the researcher to search for common themes amongst subjects.



Figure 1. Triangulation Process

Conceptual Framework

What makes an employee follow the supervisor's directives? Why should a teacher adhere to the directions of the principal? While the question of "who is in charge" is determined by a person's positional power, a more controversial question may be "who has the authority?" What legitimate power does this person have that compels another to comply with their authority? Sergiovanni and Starratt (2007) describe authority as "the power that is used to influence how teachers think and what teachers do about teaching and learning" (p. 25).

Sergiovanni and Starratt (2007) state that the success or failure of an administrator is contingent on how well the administrator strategically matches the appropriate source of authority with the circumstances of which she is dealing. They maintain that authority

derived from leadership can be classified into five categories or what they consider sources: Bureaucratic Authority, Psychological Authority, Professional Authority, Technical-Rational Authority and Moral Authority. These authorities are distinguished by their individualized characteristics.

Bureaucratic Authority. Bureaucratic authority is characterized by a hierarchy of a top-down flow of information, rules and regulations (Sergiovanni, 1992; Sergiovanni & Starratt, 2007). All decision-making come from the top of the hierarchy and passed to the bottom where the workers are charged with the responsibility of implementation of the mandates and directives. There is one right way for a school to be run. In order to maximize efficiency, principals and higher authority divide the roles and responsibilities of all its members. Those members are trained on the best way to efficiently do their jobs. Teachers are expected to follow the directives given to them or face the appropriate consequence.

Psychological Authority. Sometimes referred to as personal authority, refers to the human relationship and motivational skills that are emphasized by a school leader (Sergiovanni, 1992; Sergiovanni & Starratt, 2007). The principal believes that teachers will want to comply because of the pleasant environment and the reward system that they have put into place. The principal whose dominant style is psychological believes that what gets rewarded is what gets done.

Technical-Rational Authority. The leader which exercises technical-rational authority emphasizes logic and scientific research as the basis for decision making (Sergiovanni, 1992). Teachers are obligated to comply with the authority of their

superior regardless of what they consider to be the truth (Sergiovanni & Starrett, 2005).

The principal that emphasizes this authority believes that the evidence derived from logic and scientific research trumps experience and beliefs.

Professional Authority. Experience and knowledge of the teaching profession and research are the prevailing characteristics of professional authority (Sergiovanni, 1992; Sergiovanni & Starratt, 2007). Research is used as the basis to inform teachers on what to do in their classrooms. Teachers are expected to adapt to common socialization, accept current belief systems of best practice, and internalize available expertise. Administrators using professional authority uphold that one way of teaching does not exist but rather research guide decision making.

Moral Authority. A sense of obligation and duty to the community's values, assumptions and ideas are the essence of this authority (Sergiovanni, 1992; Sergiovanni & Starratt, 2007). It is believed that teachers respond to shared commitments and feelings of interdependency. Communities are built based on the beliefs that are shared and their dedication to these authorities. The principal identifies and promotes the shared values of the community as a motivating factor for teachers.

A comprehensive explanation of the Sources of Authority was provided in Chapter II. This conceptual framework was used to categorize and understand the respondents' answers to how they moved from colleague to superior within the schools they taught in.

Limitations of the Study

A limitation to this study is the absence of the subordinates' perceptions. The researcher did not want to impose the foreseen harm to any subject by including them in a study that could potentially be a conflict of interest. Also, no observations were conducted by the researcher. For similar reasons as the aforementioned, the researcher did not want to include a methodology that may have a negative impact on the study's participants.

One of the biggest strengths of this study is also a weakness. While the intent of the researcher was not to conduct a study in an area that is over-saturated, the impact on the social relationships of educational administrators once the professional role has changed is generally an unexplored topic. This allowed the research to add a voice to an otherwise silent population that exists in administration. Limited information made it difficult for the researcher to identify prior studies that led to the development of this study. The lack of theory on this topic made the researcher a traveler navigating through uncharted territory in search of petite generalizations that may have existed.

Additionally, the researcher of this study is a female who had experienced a similar plight in the workplace which may have been another limitation to this study. The researcher advanced to an administrative position within the building that she was a teacher, but is not a principal or an assistant principal. Therefore, she confronts issues of balancing social and professional roles daily. Biases about the subject matter were carefully monitored by the researcher through the use of daily journaling in order to have

a place to reflect on personal experiences with the given topic and maintain objectivity on this subject matter to the greatest extent possible.

Oftentimes, principals and employees alike consider their school building their “second home”. If this is the case, there is no reason why your home should not be a warm and welcoming environment filled with friends (Berman et al., 2002). Despite the limitations, this study served as a necessary addition to the body of literature that exists on women educational administration. It added a new layer of understanding to a phenomenon that new principals confront routinely by allowing experienced female principals to give insight on their understanding and suggestions for a successful transition into the role of principal while minimizing social and professional role conflicts.

Definitions of Terms

Certain terms were used throughout this study that may have multiple meanings or various perceptions of interpretation. The following are the working definition of these terms as it relates specifically to this study:

Administrator: For the purpose of this study, an administrator is a female building principal of an elementary, junior high, or high school within the surrounding counties of Chicago, Illinois

Friendships: A voluntary, reciprocal, equal relationship which is seen as unique and special, and which enhances the sense of self and of the partners” (Markiewicz et al., 2000, p. 161). Friendships are considered the personal relationships that extend outside of the workplace and after business hours, including but not limited to exchanging of

personal information and engaging in activities unrelated to the job roles and/or responsibilities.

Peer: One of equal standing of another; one belonging to the same societal group especially based on age, grade or status (Merriam-Webster, 2011). This study will refer specifically to people that are of equal status and do not have positional power over another.

Professional Relationship: Refers to the interactions and relations that exist between two or more people that are limited to the boundaries of the roles and responsibilities of the job.

Relational Aggression: Behaviors exhibited towards others with the intentions of causing emotional or psychological harm to the receiver (Dryier, 2009).

Social Relationships: Refers to the interactions and relations that exist between two or more people that surpass the boundaries of the roles and responsibilities of the job.

Subordinate: Any person that is supervised or evaluated by the building administrator.

Superior: For the purposes of this study, the superior will refer to the building principal.

Workplace: The workplace in this study is an elementary school, junior high school, or high school within the surrounding counties of Chicago, Illinois.

CHAPTER II

LITERATURE REVIEW

Michael Eisner, CEO of the Walt Disney Company, and Michael Ovitz, the company's former president, enjoyed a long close friendship – that is, until they started working together. (Sias, 2009, p. 89)

Introduction

New female administrators are faced with the challenge of employing strategies that will allow them to successfully transition from being a follower to becoming an effective leader. This may become even more challenging for some when the new role places them in a position of power over a former colleague. The intent of this research was to deepen the understanding of the impact that professional role changes may have on previously established friendships between women in the workplace. More specifically, it investigated peer relationships and friendships, relationships which there were a previous lack of hierarchical differences that converted into superior-subordinate relationships in the workplace. It also examined strategies that new female administrators utilized to maintain a healthy balance between social and professional relationships with other females in the workplace.

Friendships among women are characterized by certain general qualities. This research not only explored those qualities found in the workplace, but also those found specifically in the school setting with the intentions of understanding how these

relationships may have had an influence on the female principals that remained within the schools of which they once taught. Previous research was also be presented to gain an understanding of the general characteristics of female educational leaders in order to understand how these relationships can have an impact on the priorities and values of a new female principal.

In this chapter, the researcher discussed current literatures that describe the nature of female relationships and how they manifest in the workplace, specifically as these relationships relate to internal promotions in an educational setting. The conceptual framework, Sources of Authority as described by Sergiovanni (1992), was explained and utilized as a means of conveying how these data was organized and analyzed to determine if any commonalities or themes existed. Lastly, data collected from interviews of female principals that have been internally promoted were triangulated with the aforementioned within this qualitative multi-case study.

Evolution of the Female School Principal

Throughout the 18th century, schools did not have principals; clerical and administrative duties were carried out by the male teacher who primarily worked in isolation. During this time, students attended class together in a one-room schoolhouse. The teacher was appointed and supervised by the local school board members, comprised entirely of males, who made all of the administrative decisions for the school (Goodwin, et al., 2005). Since males dominated the school boards, they preferred to hire men to fill teaching positions; thereby denying women access to teaching positions.

By the mid-19th century, the introduction of the role of the principal revolutionized the educational system in North America and had an undeniable impact on public education (Rousmaniere, 2007). At this time, 70% of teachers were women which could be largely contributed to their lack of work opportunities and their willingness to accept lower wages than male teachers (Brunner & Grogan, 2007; Nelson, 1983). Reportedly in 1838, Connecticut male teachers earned \$14.50 per month, while female teachers only earned \$5.75 per month; Massachusetts men earned \$23.10 per month, while their female counterparts earned \$6.49 per month (Medler, 1972).

Women eventually began to dominate the field of education which coincidentally overlapped with the massive growth in the population of urban areas. This surge in the population demanded that schools reorganize into a graded system that divided students based on age and level of achievement under the direction of a single teacher. In urban areas that were heavily populated, schools were divided into elementary and secondary grades that reported to the district officers (Rousmaniere, 2007). There soon became a need for a “head teacher” or “principal teacher” to assume the responsibilities of the supervision of the day to day operations of the school, in addition to continuing with teaching responsibilities (Goodwin et al., 2005; Kafka, 2009; Rousmaniere, 2007). The principal teacher, generally a man, was designated to take on the additional responsibilities of organizing classes and the course of study, classifying students, taking attendance and administering discipline to students in an effort to establish and maintain harmony in the schoolhouse (Brunner & Grogan, 2007; Kafka, 2009; Rousmaniere, 2007).

Blount (1998) highlights the correlation in the growth of female teachers and male principal teachers, emphasizing once again how women were marginalized in the field of education:

...it was not coincidental that teachers' independence and decision making powers were stripped away just as women dominated the profession numerically. The male educators who remained had to assert their masculine qualities somehow, thus many became administrators to control the labors of women just as fathers and husbands long had done in the home. Administrators did not appear in significant numbers until women began teaching positions. (p. 37)

In the 1920's, male principal teachers throughout the U.S. began spending more time observing classroom instruction and helping improve teaching practices that were in place. Superintendents wanted the principal teacher to not only rate the students on their achievement but rate the teacher on their instructional practices. The principal teacher was completely relieved of his teaching duties and began to focus on being a teacher of teachers, an instructional leader (Cubberley, 1923; Goodwin et al 2005; Kafka, 2009). What was once one teacher overseeing a classroom of students soon transformed into one head teacher overseeing a schoolhouse of teachers (Rousmaniere, 2007). The principal was now evaluated by his ability to lead a school and develop teachers professionally. In fact, in 1884 it was declared by the Chicago district superintendent that the success of a school was determined solely by the principal (Pierce, 1935).

Teaching was feminized because it was considered women's work due to the low social status and low wages associated with the profession. This caused men to leave teaching and enter educational administration. By contrast, educational administration became masculinized by the same standards. Administration was considered men's work because it had a higher social status and the responsibilities brought a certain level of authority to the principal (Brunner & Grogan, 2007; Kafka, 2009; Mertz & McNeely, 1998).

The early 20th century was disputably referred to as the "golden years" for women in educational leadership positions because it was the time when their presence in educational administrative positions began to grow (Blount, 1998). However, many of the female administrators could be found at the elementary level which was considered less desirable than the secondary principalships because of the lower wages and still low prestige. During this time, women that aspired to lead schools were supported by suffrage activism and the women movement (Brunner & Grogan, 2007). The women's suffrage movement was pivotal in encouraging women to seek educational administrative positions. The pursuit of equal rights and opportunities for women elicited women to join together to support other women seeking leadership positions. This also had a major impact on women voices in the political arena because they could now be heard through their ability to vote (Brunner & Grogan, 2007).

After World War II, women were asked to leave their administrative roles in order to give these jobs back to men returning from the war (Brunner & Grogan, 2007; Kafka, 2009; Shakeshaft, 1989). The G.I. Bill was an entitlement from the government provided

to veterans giving them the opportunity to enroll in colleges for free and earn advanced degrees. At this time, the role of the principalship had earned higher social prestige than it previously had and was considered a “white and male” position (Kafka, 2009). The principalship was clearly distinct from the role of the classroom teacher and thus more attractive to males. Additionally, women were less likely to be found in positions supervising men than they were to be in positions supervising other women. This was a disservice to the entire field of education because far too often the more qualified educator relinquished her position to a less capable man (Shakeshaft, 1989).

Shakeshaft (1989) stated “...in studies comparing the effectiveness of male and female teachers and administrator on selected criteria (teaching evaluations, teacher exam scores, college grade point averages, warmth, administrative functioning, in basket/out basket exercises), when there is a difference, females are ranked higher than males” (p. 23). In this same study, Shakeshaft contributes this occurrence to the idea that the lack of professional options for females brought the brightest women to the field of education; while many of the brightest males navigated towards higher paying and greater status professions, thereby leaving the lower strata of men to enter the education field. Therefore, the above comparison is not of equal groups but that of more adept women and less adept men.

In 1972, Title IX of the Educational Amendments was passed prohibiting discrimination practices based on sex. This milestone in history was crucial in attempting to assure that hiring practices were fair to women and that they would have equal access and pay for the same jobs as men including school leadership positions (Brunner &

Grogan 2007; Goodwin et al., 2005). Soon following in 1974, the Women's Educational Equity Act was instituted to research and correct the gender related inequalities that existed in the educational system (Shakeshaft, 1989). It would be decades later that these political responses to the gender inequalities in the United States would cause a significant growth in women filling educational leadership positions.

The one-room schoolhouse has evolved into sophisticated school districts that are more complex than our forefathers or foremothers could have imagined. Women continue to dominate the field of education but still are not seen significantly in principalships. According to the U.S. Department of Education in 2007-08, 28.5% of secondary principals are women as compared to 58.9% women that serve as elementary school principals. This is a major growth in leadership for women whom in 1993 represented 16% in secondary schools and 46.4% at the elementary level. However, a disparity still exists between men and women as educational leaders. Considering women make up 83% of the population of U.S. educators, they are still not equally represented in school level leadership positions.

To suggest that the role of the principal is complex and demanding is an understatement at best. As an instructional leader, raising student achievement is paramount to the profession. Through classroom observations, evaluating teachers, and monitoring classroom assignments, educational leaders are responsible for insuring that teachers follow the curriculum and produce increased student outcomes (Mazzeo, 2003). Additionally, they are expected to adhere to district level mandates, oversee school personnel, maintain safety and security on campus, order necessary materials and

supplies, and balance the school budget, all while addressing daily urgent issues that may arise (Institute for Educational Leadership, 2000). A principal cannot do these things alone. It is their team that they build that makes all this and more possible (Gimbel, 2003). Therefore, the school climate and relationships fostered by the principal are vital to the success of the school.

Female Relationships

Men kick friendships around like a football and it doesn't seem to crack.

Women treat it like glass and it falls to pieces.

—Anne Morrow Lindbergh

“Friendship is defined as a voluntary, reciprocal, equal relationship which is seen as unique and special, and which enhances the sense of self and of the partners” (Markiewicz et al., 2000, p. 161). There are several notable differences that exist between women and men in same-sex friendships. In their research, Markiewicz et al. reported evidence that friendships amongst women are “characterized by greater amounts of self-disclosure, emotional supportiveness, and complexity than those of men” (p. 162).

Self-disclosure. There are only a few cultural norms of friendships that seem to be universally accepted cross-culturally: respecting privacy, keeping confidences and self-disclosure (Felmlee & Muraco, 2009). In their study on gender and friendship norms, Felmlee and Muraco (2009) concluded that women have higher expectations of their friendship with other women than men who are more tolerant in their friendships with other men. These expectations include being able to confide personal information with the knowledge that their information will respectfully remain private. They also

found that even the potential violations of such expectation are grounds for severing the relationship. Trust, loyalty, commitment, and self-disclosure were all consistently stressed as important norms in female friendships.

Emotional Supportiveness. In a study conducted by Morrison (2009) on gender differences in workplace relationships, it was found that women make and sustain friendships because of the intrinsic rewards that they provide; thereby putting more time and energy into maintaining their relationships than men do. Women tend to have less female friends than men; nonetheless these friendships are more intimate and personal than their male counterpart friendships. There is a greater amount of shared conversations and emotions amongst women as compared to men who experience a greater amount of shared activities.

Complexity. Women's relationships are best understood as "face to face", as opposed to men's relationships that are described as "side by side." This suggests that women's friendships are more intimate, personal, and expressive while men's friendships are organized by activities and interests (Felmlee & Muraco, 2009; Morrison, 2009). Markiewicz et al. (2000) concluded that women are more satisfied with their same-sex friendships than men are with their same-sex friendships. The researchers contribute these findings to the heightened sense of comfort that women have with being expressive and intimate with their friends.

There is an apparent lack of literature on social relationships compared to familial and workplace relationships (Felmlee & Muraco, 2009) which made it an obstacle for this researcher to fully explain the complexity of female friendships. However, the

information presented seems consistent with other researchers in that it is agreed that there is a gender difference in same sex friendships. Women's friendships with other women are more intimate and personal than men's friendships with other men. These female friendships seem to hold a great sense of value to women.

Friendships in the Workplace

Relationships are the essence of living systems and the basis of organization. It is through relationships that systems maintain balance, chaos becomes order, and fragmentation is made whole....scholars should focus attention on how a workplace organizes its relationships; not its tasks, functions, and hierarchies, but the patterns of relationships and the capacities available to form them. (Sias, 2009, p. 2)

It is not surprising that many peer relationships develop into friendships because employees spend a majority of their time at work interacting with their coworkers (Rawlins, 1992; Sias & Perry, 2004). Full-time employees are likely to spend more time with their coworkers than they are to spend with their families and non-coworker friends (Morrison, 2004; Sias, 2009). In fact, Sluss and Ashforth (2007) concluded in their study on relational identity, that many people are defined by the relationships that they form at work.

Workplace relationships are considered the interpersonal relationships that people engage in as they perform their job responsibilities (Sias, 2009). These relationships are characterized by two people that surpass being acquaintances by having frequent interactions, a mutual liking of one another and a certain level of trust which each can

vary in intensity (Berman et al., 2002). People engage in various forms of relationships while in the workplace, including supervisor-subordinate, workplace friendships, romantic relationships, peer to peer, customer and mentor relationships (Sias, 2009; Sias, Heath, Perry, Silva, & Fix, 2004). Workplace friendships have the challenge of negotiating the boundaries that separate the supportiveness that the friendship offers from the needs of objectivity that the organization requires (Sias, 2009).

Close proximity, overlapping work schedules, common projects and shared values are instrumental in enhancing workplace friendships (Bermen et al., 2002; Rawlins, 1992). Some people rely on these relationships because they provide a sense of support, problem solving assistance, and often times improve personal or home lives (Bermen et al., 2002). Specifically in the workplace, these friendships can enhance the organization because they may foster better working relationships, improve team effectiveness, and increase productivity (Bermen et al., 2002). Additionally, some organizations encourage a culture which promotes social relationships by allowing joking relations, convivial break-time/lunch-time opportunities and sponsoring activities outside of work time such as ceremonies, seasonal parties, picnics, and sport teams in an effort to create a positive environment for team building and collegiality (Rawlins, 1992). Such organizations seemingly value a structure that encourages collaboration and dispels competitiveness amongst employees.

Friendships are voluntary, reciprocal, and equal. Many people value these relationships because of the enhancement that they bring (Markiewicz et al., 2000). This definition of friendship describes how relationships in the workplace can elevate from

mere coworkers to close friends. While a person does not typically choose their coworkers, who one befriends is completely voluntary. Time spent with that person extends beyond the compulsory time established by the organization and becomes a voluntary experience inside and outside of the workplace. This time becomes more personalized to shape the individuals' common interests and can begin to enrich each person's private life. Friendships established in the workplace extend beyond the context of the organization and the responsibility associated with the individual roles. Information and support is voluntarily shared with friends that surpass the formal needs of the organization.

Rawlins (1992) maintains that a person's attitude about his/her job has an effect on whether he/she will form friendships with their coworkers. He explains further that an employee that has a positive identification with their job is more likely to report that their closest friends do identical or associated work. Consequently, reduced stress in the workplace, increased communication, and better adaption to change are contributed to the friendships that are formed at work (Berman et al., 2002; Morrison, 2009) which can enhance the individual's perception of his/her job and have a positive impact on the organization. On the contrary, if the work experience is not valued then friendships with coworkers are less likely to occur (Rawlins, 1992).

Workplace friendships are beneficial to both the organization and the individual. They can serve as a career building tool by enhancing a person's commitment to the organization and add value to a subordinate-superior relationship as "friendly" criticism is being offered (Rawlins, 1992, p. 165). Friends may be instrumental in helping locate

job and promotion opportunities. They also provide support by providing third party influence on decisions and convey warnings about upcoming changes and concerns from upper management. However, Morrison (2009) maintains that people do not make and sustain friendships because of the extrinsic rewards that they offer but because of the intrinsic rewards that relationships provide.

Rawlins (1992) identified five structural contingencies that can have an effect on two co-workers meeting and consequently establishing a friendship: (1) An employee's attitude towards and the nature of his/her position; (2) the amount of competition versus cooperation associated with the job; (3) the degree of freedom versus restraint that is allowed in the workplace; (4) the hierarchical variances between the two people; and (5) the duration of time and overlap of schedule that employees have with one another (p. 163). Each element relates to the likelihood that a workplace relationship will be established.

In addition to being voluntary and reciprocal, workplace friendships are also characterized by the "personalistic focus" that are nonexistent in other workplace relationships (Sias, 2009, p. 90). These particular workplace relationships are characterized by two people who understand and communicate with one another as a whole person and not simply as the role that they have in the organization. A drawback to these workplace friendships is that they have been known to tie employees to unhealthy and dysfunctional work environments. A person's commitment to his/her friendships may supersede his/her decision to upgrade jobs, change careers or even take much earned promotions.

Internal Promotions

In a study conducted by Dryier (2009), it was determined that women pursuing a position in educational administration were confronted with the challenge of coping with relational aggression directed towards them from other females suggesting that this occurs more often with women than men because women have fewer professional colleagues for support. Dryier describes relational aggression as “the behaviors exhibited towards others with the intentions of causing emotional or psychological harm to the receiver.” Not only do the distractions caused by relational aggression have a negative impact on a female administrator’s job performance, but it can cause capable administrators to leave their position. Her research suggests that women administrators need to learn better ways to engage in healthy relationships with other women in the workplace.

However, Brunner (2000) maintains that women tend to emphasize an environment of collaboration that thrives on working with others rather than in authority over others. “Women who attain positions of power are most successful when they practice female approaches to power which stress collaboration, inclusion, and consensus building-models based on the belief that one person is not more powerful than another” (p. 139). Simply put, women fear that power will destroy relationships and therefore they emphasize a democratic leadership style that allows them to build professional relationships using a team approach.

Oplotka (2001) explores the difficulties experienced by beginning elementary school principals in Israel through a life story method of interviewing veteran principals.

The females represented in this study are former or current principals of schools in which they previously taught. The research gives voice to “the insiders” reflecting on their experience as a novice school leader (p. 54). The findings of this research indicated that there are two types of difficulties associated with this experience: (1) the concern of control and legitimacy, and (2) the feelings of stress, tension, self-doubt, and confusion which may be commonly experienced by newcomers to a new environment. Principals felt that they spent the first two years of being an administrator adapting to the roles of teacher of teachers, coach and mentor. They did not begin to fully implement their positional power and adjust to their new leadership role until the third year. Furthermore, participants in this study disclosed that they did not experience severe conflict but that they gained support through collaboration with all stakeholders.

Loder and Spillane (2005) explored the discontinuity that exists between being a classroom teacher and a school administrator which causes conflict amongst women especially those that have spent long tenures in the former position. A “good teacher” is considered to be attentive, caring and nurturing to the needs of her students; whereas a “good principal” is one that generally understands what it means to be an effective leader and a manager (p. 266). Also, this research concluded that there is a discontinuity in their work domain (i.e., teachers work in the classroom, principals work in the general public domain), responsibilities (i.e., teachers teach, principals manage and lead), and in the nature of their relationships (i.e., teachers work intimately with their students, principals supervise teachers and build relationships with parents, superintendents, and business, corporate and local community members). Findings indicated that participants in this

study employed a cognitive strategy that allowed them to retain their perspective as teachers in one way or another in an attempt to alleviate role conflict.

Once a person is placed in a school leadership position, there is an imminent fear that having close friendships in the workplace may be a distraction for carrying out the duties of that new role. It can potentially undermine the employee's loyalty to the organization, strain objective judgment, generate conflicts of interest, and give the appearance of biasness (Berman, 1992). Furthermore, vulnerability is heightened because confidential information shared by either party can be later used against them. These fears can interrupt the tranquility that a previous peer relationship provided prior to the shift to a superior-subordinate relationship. New leaders are faced with the challenge of learning how to build bridges of trust and increased commitment; they need to understand how to build and/or maintain trusting relationships with their subordinates (Berman et al., 2002).

The Female Principalship

For many years researchers assumed that the white male perspective and experiences of the principalship sufficiently described all behaviors of school administrators (Brunner, 2000; Jones et al., 2009; Mertz & McNeely 1998); thereby leaving a huge gap in understanding how women evolved into leadership positions. While women are the majority in the field of education, they are still the minority in educational administration with an evident decrease in the hierarchical ladder to the top (Jones et al., 2009).

The absence of the female voice in educational leadership would not be a problem if women and men did not have inherently different leadership styles (Mertz & McNeely, 1998). Brunner (2000) states that women "...see, value, and know their world differently than men" (p. 9). This may be a contributor to women's hesitation to enter administration particularly in secondary schools which are more resistant to the advancement of females than elementary schools (Mertz & McNeely, 1998).

According to Barber and Meyerson (2007), the pool of women preparing for the principalship role is gradually increasing. These researchers examined the role of a principal by investigating how preparation programs are beginning to adapt to the trend of more women leaders entering leadership positions. This research discusses that the reaction to this growth in female leadership contributes to the understanding of the need to provide different support for females as they strive to successfully transition from a teacher position into a leadership position. The growth of women in leadership positions, which is evident by data extracted from the Department of Education (2009), informs researchers that women leadership is a topic that requires more attention.

Many university preparation programs designed to groom future educational leaders have assumed a more generalizable approach to leadership by taking a gender neutral stance on the subject (Jones et al., 2009). The differentiation between the male and female role of leadership has not been formally addressed in many of these programs thereby requiring experience in leadership to trump formal education. This void in preparation programs implies that females must negotiate the world of men in order to be successful as a school leader (Jones et al., 2009). And yet, research indicates that males

and females administrators lead differently (Mertz & McNeely, 1998; Shakeshaft, 1987). Compared to men, women are believed to exhibit a more “nurturing, democratic, and empowering” leadership style (Mertz & McNeely, 1998).

Nurturing. Jones et al. (2009) describes nurturing as “...the personal willingness to promote the development, growth or progress of others” (p. 68). Furthermore, in their study on female principals who lead in the middle schools, they found that female school leaders tend to exhibit qualities of compassion, empathy and care when dealing with students, teachers and others. For example, during their observations they witnessed female principals wiping tears from students, hugging teachers and students, cleaning up after teachers and students, and even offering to sew a button onto a student’s clothing. Societal gender expectations may find some of these activities to be inappropriate for male principals making the females’ nurturing qualities more publicly pronounced and socially acceptable.

Democratic. Research has shown that women prefer to work collaboratively with others thereby creating a team approach to leadership with all stakeholders (Brunner, 2000; Jones et al., 2007; Mertz & McNeely, 1998). In a study on managerial behaviors, the findings indicated that the leadership behaviors of male and female principals could be characterized by three major differences which included women principals having a more democratic and participative style of leadership than their male counterparts (Lee, Smith, & Cioci 1993). Other findings in this study determined that the only consistent gender difference across all of the participants were that of women being more democratic leaders while men were more autocratic leaders. An earlier study

conducted by Eagly and Johnson (1990) also determined that women's greater emphasis on democratic or participatory style of leadership suggest that they tend to focus on personal relationships more so than men who have a greater autocratic or directive style that is task accomplishment focused.

Empowering. Female leaders tend to involve others in the shared decision-making process with shared responsibilities. Utilizing the strengths and talents of all team members, as well as community members, requires that all information, power, and responsibilities be shared with stakeholders. In the Lee et al. (1993) study, the findings indicated that women principals exchanged information more readily than their male counterparts. Empowering teachers through access to information, shared decision-making and responsibilities increased teacher buy-in and created an environment of trust.

The administrative selectivity process is seen to only promote those that have the competencies to fit into the principalship, (Mertz & McNeely, 1998) competencies which are similar to masculine qualities of leadership. For generations gender issues have been ignored in educational administration, thereby insisting that women override their differences and meet the norms and demands of their position (Mertz & McNeely, 1998) by abandoning feminine characteristics and adapting a more societally accepted masculine approach to leadership.

“The conceptualization of women as being kind, motherly and supportive is not new; women...face the double bind of being, on the one hand, professional, efficient, expert and objective, and on the other to display the womanly qualities of kindness, care and supportiveness” (Morrison, 2009, p. 2). Therefore, as women transition into the

principalship, they are challenged with establishing a leadership style that allows them to balance their innate qualities and the qualities that are needed to be effective in their new role.

Sources of Authority

How does a leader persuade subordinates to happily do what is asked of them? What compels an employee to comply with the request of their supervisor? Sergiovanni (1992) poses the following questions, “Which style (of leadership) is better - warm or cold, autocratic or democratic, task or relationship, directive or participatory, initiating structure or consideration, production emphasis or personal emphasis? When is it best to tell, sell, participate and delegate” (p. 2)? Considering the complexity of leadership, there is no cookie cutter approach to managing an organization that is befitting for all schools. School administrators must master the art of leading in a manner in which subordinates are motivated to follow.

Sergiovanni and Starratt (2007) describe authority as “the power that is used to influence how teachers think and what teachers do about teaching and learning” (p. 25). They believe that the success or failure of an administrator is contingent on how well the administrator strategically matches the appropriate source of authority with the circumstances of which she is dealing. They maintain that authority derived from leadership can be classified into five categories or what they consider sources: Bureaucratic Authority, Psychological Authority, Technical-Rational Authority, Professional Authority, and Moral Authority. These authorities are distinguished by their individualized characteristics.

The following question should be considered by all educational leaders as they reflect on their leadership practices: Why should you follow me? How a leader responds to this question, determines her primary source(s) of authority. A principal has a multitude of responses to this question ranging from “because I said so” to “because it is the right thing to do.” Understanding the assumptions that underline each authority provides insight into the strategies that a leader can use to motivate teachers to adhere to the rules or culture of the organization.

“I am the boss and the rules and regulations mandate that you do as I say.”

The school leader that answers “why follow me” with the aforementioned statement relies primarily on bureaucratic source of authority. This principal believes that her position places her at the top of the hierarchy arranged system and that teachers are at the lower strata of the system. The principal’s position makes her more knowledgeable than the average teacher; therefore she is the expert in the building. Teachers are expected to adhere to the rules and regulations of the organization or face consequences.

The principal that prescribes to this authority makes sure that teachers know the what, when, and how of teaching and learning. She practices an “expect and inspect” policy to ensure that teachers are compliant. The principal tells teachers what is expected of them and then follows up with an inspection to ensure that they have done what was asked, how it was asked, and when it was asked. This principal believes that teachers do not know their own needs; therefore the school leader is responsible for identifying the needs of the staff and providing them with professional developments that will address

those needs. There is a lower level of trust in this system. The goals and interests of the teachers and the principals are different which requires the principal to take on the role of overseer.

Table 1

Bureaucratic Authority for Leadership/Supervisory Policy and Practice

Bureaucratic Authority	<ul style="list-style-type: none"> • Hierarchy • Rules and Regulations • Mandates • Role Expectation • Teachers comply or face consequences
Assumptions When Use of This Source is Primary	<ul style="list-style-type: none"> • Teachers are subordinates in a hierarchically arranged system • Supervisors are trustworthy, but subordinates are not • Goals and interests of teachers and supervisors are not the same, and supervisors must be watchful • Hierarchy equals expertise, and so supervisors know more than teachers do • External accountability works best
Leadership/Supervisory Strategy	<ul style="list-style-type: none"> • “Expect and inspect” is the overarching rule • Rely on predetermined standards, to which teachers must measure up • Identify their needs and “inservice” them • Directly supervise and closely monitor the work of teachers, to ensure compliance • Figure out how to motivate them and get them to change
Consequences	<ul style="list-style-type: none"> • With the proper monitoring, teachers respond as technicians, executing predetermined scripts, and their performance is narrowed

Source: Sergiovanni, 1992, p. 36.

“I will reward you if you do.”

The principal that uses this response to convince subordinates to follow rules relies primarily on the psychological source of authority. This principal uses motivational techniques as the predominate source of encouragement. Her interpersonal skills allow her to use a bartering system of “if you do this, then you will get that” as a means of persuading teachers to comply. The leader believes that the goals and interests of the employee is not the same as hers but can be negotiated nonetheless; therefore the principal must devise a system that allows her to get what she wants by exchanging something that the teachers want.

“What gets rewarded gets done.” Simply put, principals believe that teachers will respond happily to rewards. The belief is that teachers will only respond to extrinsic rewards. This becomes problematic for the principal when the rewards become unavailable but the need remains. The principal that relies on this source should also be concerned about the performance of the teachers. Considering teachers are responding to external factors, there is a belief that their work could be narrowed and not completed to the best of their abilities.

Table 2

Psychological Authority for Leadership/Supervisory Policy and Practice

Psychological Authority	<ul style="list-style-type: none"> • Motivation technology • Interpersonal skills • Human relations • Leadership • Teachers will want to comply because of the congenial climate and rewards
Assumptions When Use of This Source is Primary	<ul style="list-style-type: none"> • The goals and interests of teachers and supervisors are not the same but can be bartered so that each side gets what it wants • Teachers have needs, and if they are met at work, the work gets done as required • Congenial relationships and a harmonious interpersonal climate make teachers content, easier to work with and more apt to cooperate • Supervisors must be experts in reading needs and in other people-handling skills, to barter successfully for compliance and increases in performance
Leadership/Supervisory Strategy	<ul style="list-style-type: none"> • Develop a school climate characterized by high congeniality among teachers and between teachers and supervisors • “Expect and reward” • “What gets rewarded gets done” • Use psychological authority in combination with bureaucratic and technical-rational authority
Consequences	<ul style="list-style-type: none"> • Teachers respond as required when rewards are available, but not otherwise; their involvement is calculated and performance is narrowed

Source: Sergiovanni, 1992, p. 36.

“I have the training and based on the research you should follow me.”

This response is used mostly by the principal that relies primarily on a technical-rational source of authority. The principal that relies on technical-rational authority uses

logic and scientific research as a basis to justify why teachers should comply with them. The leader collects information from current research, standardize how this should be “best practiced” in the organization and provide professional development on how to implement it. Teachers are considered technicians and are limited to the amount of creativity and flexibility that they can utilize; thereby reducing their ability to exercise any conflicting rationale that they may have. Their beliefs and values are replaced by evidence based facts presented by the principal.

Table 3

Technical-Rational Authority for Leadership/Supervisory Policy and Practice

Technical-rational Authority	<ul style="list-style-type: none"> • Evidence defined by logic and scientific research • Teachers are required to comply in light of what is considered to be the truth
Assumptions When Use of This Source is Primary	<ul style="list-style-type: none"> • Supervision and teaching are applied sciences • Knowledge of research is privileged • Scientific knowledge is superordinate to practice • Teachers are skilled technicians • Values, preferences, and beliefs do not count, but facts and objective evidence do
Leadership/Supervisory Strategy	<ul style="list-style-type: none"> • Use research, to identify best practice • Standardize the work of teaching, to reflect best way • “Inservice” teachers in the best way • Monitor the process, to ensure compliance • Figure out ways to motivate and change them
Consequences	<ul style="list-style-type: none"> • With proper monitoring teachers respond as technicians, executing predetermined steps; performance is narrowed

Source: Sergiovanni, 1992, p. 36.

“Based on my experience and skills, you should follow me.”

This response is most evident in the principal that relies on professional authority. This principal values personal experience and professional knowledge. She believes that teaching is a craft and that it can only be mastered through experience. Research and factual evidence informs teaching but does not dictate what is done. The leader firmly believes that training and experience are more practical than scientific knowledge.

There is a heightened sense of trust associated with this source of authority because the principal believes that the teachers are professionals and will respond accordingly. The principal gives the teachers more discretion to make the necessary adjustments that they need in their classrooms. However, the principal holds the teacher accountable for the decisions that are made and for meeting the standards that are set.

“It is morally correct to follow me.”

This response is more likely observed in a principal that relies on a moral source of authority. This principal believes that there is a shared sense of commitment throughout the organization. Values and ideals have been identified and made explicit. They are echoed throughout the organization and equally shared amongst all members. There is a sense of obligation to do what is right that demands followership. Their belief system translates into informal norms which govern the behaviors of the members of the organization. Teachers respond as a collective unit which sustain their performance and expand their efforts throughout the learning community.

Table 4

Professional Authority for Leadership/Supervisory Policy and Practice

Professional Authority	<ul style="list-style-type: none"> • Informed craft knowledge and personal expertise • Teachers respond in light of common socialization, professional values, accepted tenets of practice, and internalized expertise
Assumptions When Use of This Source is Primary	<ul style="list-style-type: none"> • Situations of practice are idiosyncratic, and no one best way exists • Scientific knowledge and professional knowledge are different, with professional knowledge created in use as teachers practice • The purpose of scientific knowledge is to inform, not prescribe, practice • Authority cannot be external but comes from the context itself and from within the teacher • Authority from context comes from training and experience • Authority from within comes from socialization and internalized values
Leadership/Supervisory Strategy	<ul style="list-style-type: none"> • Promote a dialogue among teachers that explicitly states professional values and accepted tenets of practice • Translate them into professional standards • Give teachers as much discretion as they want and need • Require teachers to hold one another accountable for meeting practice standards • Make assistance, support, and professional development opportunities available
Consequences	<ul style="list-style-type: none"> • Teachers respond to professional norms; their practice becomes collective, they require little monitoring, and their performance is expansive

Source: Sergiovanni, 1992, p. 36.

Table 5

Moral Authority for Leadership/Supervisory Policy and Practice

Moral Authority	<ul style="list-style-type: none"> • Felt obligation and duties derived from widely shared community values, ideas and ideals • Teachers respond to shared commitments and felt interdependence
Assumptions When Use of This Source is Primary	<ul style="list-style-type: none"> • Schools are professional learning communities • Communities are defined by their centers of shared values, beliefs, and commitments • In communities, what is considered right and good is as important as what works and what is effective; people are motivated as much by emotion and beliefs as by self-interest; and collegiality is a professional virtue
Leadership/Supervisory Strategy	<ul style="list-style-type: none"> • Identify and make explicit the values and beliefs that define the center of the school as a community • Translate them into informal norms that govern behavior • Promote collegiality as internally felt and morally driven interdependence • Rely on the ability of community members to respond to duties and obligations • Rely on the community's informal norms to enforce professional and community values
Consequences	<ul style="list-style-type: none"> • Teachers respond to community values for moral reasons; their practice becomes collective, and their performance is expansive and sustained

Source: Sergiovanni, 1992, p. 36.

The question of “Why should you follow me?” was posed at the beginning of this section. The principal that believes that their position, along with the structure of the organization compels teachers to follow her relies on Bureaucratic Authority. The principal that utilizes a bartering system and believes that extrinsic rewards will motivate

teacher's primary source is Psychological Authority. The principal that uses logic and scientific research to justify why teachers follow her depends on Technical-Rational Authority. The principal that believes training and experience trumps scientific research relies on Professional Authority. The principal that is able to cultivate a community of educators that feel a sense of duty and obligation to practice the values established by the organization relies heavily on Moral Authority.

In this study, the Sources of Authority will be used as a mechanism to identify common themes. Information collected by the researcher via semi-structured interviews was analyzed to determine which source(s) are primarily emphasized by the respondents. Generalizations were made based upon the frequency of specific source(s) used by principals.

It is possible for a principal to assume more than one source of authority at a time or to practice several sources on the need of the organization at the time. The principal that is aware of her primary sources of authority can better understand how her leadership style influences the organization, the assumptions of that source, and the potential consequences associated with it. She can also understand how her leadership style communicates her priorities for the organization to all stakeholders and to her former friends who are now her subordinates.

Summary

This research explored the journey of female principals that ascended into a leadership position at the same school that they once taught. The changes and challenges associated with the new role were examined to add a voice to a population of female

administrators that have been disregarded in the past. Investigating this phenomenon provided insight to aspiring and newly appointed principal on strategies applied during this transition.

This literature review discussed how the nature of relationships and friendships are an essential element of an organization. A teacher that has advanced the ranks into leadership has an unusual duty of balancing the friendships that she has already established and her new leadership role in the school. This balance has been previously known to cause role discontinuity and role confusion.

Sources of Authority, the conceptual framework, and interviews were used to identify common themes in each case and across cases. This study will scratch the surface of an area of leadership that should be studied more in-depth, gender and relationships in school leaderships.

The researcher will answer the following research questions:

1. Are there intentional processes used by female administrators to transition from colleague to superior of other females where a friendship had previously been established? If so, what are they?
2. Along with changes in the professional relationship between female administrators and their former female colleagues, are there significant changes in the social relationships? If so, what are they?
3. Are there challenges associated with the role change from colleague to superior amongst females? If so, what are they?
4. From what sources of authority are these processes and changes grounded?

CHAPTER III

RESEARCH METHODOLOGY

Introduction

With educational leadership opportunities becoming amply available to women, gender issues are an added layer in the study of educational administration that many researchers seem to have inadvertently overlooked (Eckman, 2004; Hill & Ragland, 1995; Mertz & McNeely, 1998; Shakeshaft, 1989). Women that are internally promoted into leadership roles are not only faced with the challenges associated with a new professional role and those added responsibilities, but they must also address any challenges that may arise that have an impact on the social relationships that they have established in the workplace (Loder & Spillane, 2005). The harmony of the social and professional relationships in the workplace may be threatened when the foundation of that friendship is built on equality in each person's professional status, which is no longer the structure once one of the women has ascended to the principalship. The purpose of this research was to examine female principals of schools where they once taught in order to better understand strategies that they used to transition from colleague to superior, specifically in incidences in which a friendship had been previously established. Through the use of qualitative methodology, the researcher will answer the following research questions:

1. Are there intentional processes used by female administrators to transition from colleague to superior of other females where a friendship had previously been established? If so, what are they?
2. Along with changes in the professional relationship between female administrators and their former female colleagues, are there significant changes in the social relationships? If so, what are they?
3. Are there challenges associated with the role change from colleague to superior amongst females? If so, what are they?
4. From what sources of authority are these processes and changes grounded?

The purpose of this study was to examine female principals of schools in which they once taught. This study explored the transition from colleague to superior and discussed the sources of authority that are employed by female administrators to balance social relationships while maintaining high levels of teacher expectations, conducting formal/informal evaluations, and exerting disciplinary actions when appropriate.

Moreover, this research explored what happens to these social relationships when female teachers are internally promoted to a leadership position over their colleague. Lastly, this research explored the possible affects when there is a power shift in these relationships due to the acquisition of authority over someone where a previous social bond had been established. This chapter outlines how the research was designed, the sampling plan, data collection, data analysis, ethical consideration, limitations, and bias minimization.

Research Method and Design

Qualitative research is a broad concept used to describe the many forms of inquiry that exist to help researchers understand and explain the meaning of human actions (Schwandt, 2007) with as little disruption of the natural setting as possible (Merriam, 2009). Many researchers may agree that the term qualitative research is used frequently and in a variety of ways which makes it difficult to derive one specific definition. However, Merriam (2009) describes these key characteristics of qualitative research that researchers use in order to distinguish it from quantitative research:

1. *An understanding of the participant's point of view in a real-world situation, not the researcher's.* In qualitative research, it is assumed that there are multiple perceptions of the same reality in which individuals have their own distinct way of shaping and interpreting symbolically (Merriam, 2002). It is common for the subject to identify topics and transition from topic to topic (Chesebro & Borisoff, 2007) when being interviewed formally or informally. The researcher relies heavily on the in-depth thick description of the participant to thoroughly explain their perception of their experience (Jackson, et al., 2007). Researchers are less concerned with numbers and distribution of variables than they are of understanding the holistic interpretation of the complexity of human behaviors (Merriam, 2002).
2. *The researcher as the primary instrument used for gathering and interpreting data.* According to Merriam (2002), data are personally collected through a human instrument as opposed to being collected impersonally with computers

or questionnaires. For example, interviewing is a common method or tool used to generate data in qualitative research. Semi-structured or unstructured, open ended, informal interviews allow researchers with a greater capacity to be responsive to emerging themes (Jackson et al., 2007). Data collected are co-constructed by the researcher and the subject which makes the researcher an active participant to the study (Chesebro & Borisoff, 2007). Sensitivity to nonverbal cues, ability to immediately process data, and adaptability are major strengths of qualitative research that are made possible through the use of humans as the primary data collection instrument.

3. *Predominantly inductive researching strategies are utilized.* Contrary to quantitative research which tests existing theories, qualitative research builds towards theory from data gathered from the field (Merriam, 2009).

Oftentimes qualitative research is used because of the lack of theory or the current theory does not accurately explain a phenomenon (Merriam, 2009).

“Qualitative research thus places the investigator in a largely uncharted ocean.

For some it becomes an adventure full of promise for discovery; for others, it can be a disorienting and unproductive experience” (Merriam, 1998, p. 21). To avoid the “unproductive experience” that Merriam refers to, Alford (1998) suggests that a researcher begins the research design process with identifying a problem, issue, or a theme which may stem from prior experiences or concerns. With this in mind, this researcher has identified the theme as female principals and the challenges that they endure when an internal promotion establishes positional power over a friend. This is of

great interest to the researcher because of the growth in leadership opportunities for women that have become available in schools. Concerns with daring to abandon the classroom and lose the safety net of colleagues have been echoed throughout the researcher's organization. These valid concerns birthed the idea that this is a topic that could encourage leadership from within, debunk myths and inform new female leaders on best practices from those that took "the dare" to advance into a leadership position.

From a topic, research questions are developed that shape the research design. A research question is considered a commitment to framing the research from the beginning and how it continues, since it is common for research questions to change during the study (Alford, 1998). Questions for this study were designed to specifically attend to the marriage of professional and social role changes for female principals. The research questions were designed to best describe the experience of a novice principal transitioning from colleague to superior in order to provide the audience with a vicarious experience.

Case study is a common method used in qualitative research. According to Yin (2009), "a case study is an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 7). Simply put, case study is used to provide a deep understanding of a phenomenon without divorcing the contextually conditions that surround it. It envelopes the multiple variables of interest that surpass data points and utilizes multiple sources of evidence through the use of triangulation (Yin, 2009).

Stake (1995) considers studying several cases within the same research as a collective case study. Collective case study suggests that each case is instrumental in learning more about the phenomenon that is being studied. However, Stake maintains that the primary goal of qualitative research is not to investigate a case to understand other cases; rather it is to investigate a case to understand that particular case. He believes that collective case studies are difficult to defend as a representation of a larger group (Stake, 1995).

On the contrary, Yin (2009) believes that multiple-cases can be used to draw a single set of cross-case conclusions. He also argues that data extracted from a multiple-case study are more compelling and robust than those from single-case studies (2009). In order for researchers to predict certain results, each case must be carefully selected. Thus, a theoretical framework is developed which prescribes the conditions under which a phenomenon is likely to occur as well as the conditions under which a phenomenon is unlikely to occur; thereby becoming a vehicle used to generalize the finding to other cases sharing similar contextual conditions (Yin, 2009). This study implemented a multiple-case study using in-depth interviews in order to fully understand the experience of a new female principals advancing from colleague to superior. The cases were selected by pre-determined criteria that inform the purpose of the study and are described in the upcoming section entitled: Sampling Plan.

Interviews are processes used in order to have direct access into a person's experiences (Schwandt, 2007). After the participants were selected, the researcher utilized semi-structured interviews as the primary source of data collection. Semi-

structured interviews are “planned and flexible interviews” used by researchers to obtain “descriptions of the life world of the interviewee with respect to interpreting the meaning of the described phenomena” (Kvale & Brinkman, 2009, p. 327). A list of open ended questions designed to elicit thick descriptions by the respondents was used to guide the interview as the researcher sought to discover emerging themes and patterns.

After all these data were collected, it was analyzed by the researcher in search of common themes that arose in each case and cross-case. Themes were derived from the Sources of Authority (Sergiovanni & Starratt, 2007), which is the conceptual framework of this study. Data collected was organized by the source that embodies similar characteristics. This method generated common themes that were tied back to the literature presented in Chapter II where appropriate. Lastly, the researcher presented the findings and justification of the data analysis.

Sampling Plan

The current research is a multiple-case study used to deepen the understanding of the professional and social challenges faced by female administrators that have been internally promoted and the strategies that they used to overcome these challenges. Sample selection in qualitative research is usually purposeful, small, and nonrandom (Merriam, 1998). The sampling criteria for this study were female principals that have a minimum of two full years of administrative experience and three or more years of experience within the same building as a colleague to people that are now her subordinates. The sampling population of this research consisted of 11 current female principals in the Chicagoland area, excluding Chicago Public Schools, who once taught

in the same school that they now lead. The Freedom of Information Act (FOIA) allowed the researcher to obtain a comprehensive list of female principals in various counties surrounding Chicago from the Illinois School Board of Education (ISBE). A letter of request was faxed to ISBE for a listing of all principals in Lake, Kane, Will and Suburban Cook Counties (see Appendix A). Upon receipt of the requested list, the researcher mailed 350 female principals an introduction letter (see Appendix B) which described the purpose of the research, solicited participation from those that meet the sampling criteria, and the Letter of Cooperation to Participate in Research (see Appendix C). Respondents to the letter were contacted via email or telephone by the researcher to determine if they met the sampling criteria and scheduled a face-to-face interview if they did. The researcher reiterated the purpose of the study and explained the procedures and risks/benefits of participating to the potential candidate. Also, the researcher asked the respondent to sign and electronically return the Letter of Cooperation to Participate in Research. A list of the potential questions that were asked during the interview (see Appendix F) was provided to the respondent upon receipt of the Letter of Cooperation. All 11 interviews were scheduled using the stated format which was each held at the principal's school.

On the day of the interview, the researcher reviewed the Consent to Participate in Research (see Appendix E) with the interviewee and allowed time for questions and clarity. Once the interviewee agreed to the terms of the Consent to Participate in Research which included the interview being audio taped, she was asked to sign it. Her signature on all provided documents indicated her willingness to commence the interview

and participate in the study. As an added measure of reliability to the evidence collected, the researcher gave all participants copies of the transcribed interview electronically. The participants returned any changes that they wanted made back to the researcher. This form of member checking (Merriam, 2009) ensured that the participant's voice is recorded accurately.

Data Collection

Triangulating data is a common practice in qualitative research that is used to increase the internal validity of the research. Merriam (2002) identified four types of triangulation typically used: multiple investigators, multiple theories, multiple sources of data, and multiple methods. For the purposes of this study, multiple sources of data collection was used to triangulate the findings. A combination of interviews, current research and related literature review allowed the researcher to identify patterns and justify findings.

Interviews were the primary source of data collection. "The interviewee is regarded as a passive vessel of answers for the kind of factual and experiential questions put to her...by the interviewer" (Schwandt, 2007). Since perception is something that cannot be observed or even measured, interviews are used to find out what is on someone's mind and gather meaningful information (Merriam, 2009). Even non-verbal cues, silence, and observations can express meaning. The researcher conducted a 45-minute semi-structured interview with 11 respondents that met the sampling criteria. The purpose of the interviews was to gain insight on the respondents' perceptions of the challenges faced with the transition into administration and the strategies that they used

to address these challenges. In an effort to avoid taking notes and missing information, all interviews were audio-taped and transcribed. This also allowed the researcher to send an electronic copy of the transcription to the participants. A member check was done to give the participants an opportunity to clarify these raw data.

Lastly, the current literature on females, educational administration, and workplace relationships discussed in Chapter II were used to by the researcher to identify themes. Current literature helped the researcher devise a strategy for gathering and analyzing data. The conceptual framework used in this study informed the researcher that there are certain practices that may be done by female administrators that compel subordinates to comply with the authority of their new superior. Sources of Authority (Sergiovanni & Starratt, 2007) were used to investigate which authority is most utilized by the respondents to elicit the necessary responses from their subordinates.

Data Analysis

The challenge facing the human science researcher is to describe things in themselves, to permit what is before one to enter consciousness and be understood in its meanings and essences in the light of intuition and self-reflection. The process involves a blending of what is really present with what is imagined as present from the vantage point of possible meanings; thus a unity of the real and the ideal (Merriam, 1998, p. 17).

As previously discussed, the interviews of female principals, current literature, and the conceptual framework were used to triangulate the data to increase validity of the research. Additionally, the researcher did a member checks to increase the validity and reliability of the research. A member check is a means of taking the tentative findings

back to the participants to allow them an opportunity to clarify any responses and to determine if the researcher was able to capture an adequate interpretation of their perspective (Merriam, 2002).

Ryan and Bernard (2003) discuss four tasks that are necessary to analyze data: (1) the researcher must look for themes and subthemes, (2) the researcher must chisel down the themes to what is significant for the project, (3) the researcher must use the themes to build a hierarchy of themes, and (4) the researcher must link all the themes together in order to establish a theoretical model.

Themes can be discovered through dozens of techniques, such as word counts and line by line analyses. Each technique has its own advantages and disadvantages which makes them not suitable in all research. Some techniques are more appropriate for long, thick descriptors than it is for short responses. Themes are important in social science research because they allow researchers to thematically categorize and describe ideals that make it possible to compare and explain a phenomenon (Ryan & Bernard, 2003).

Each interview was audio taped by the researcher and transcribed. Transcripts were thoroughly reviewed and color coded to align with the Source(s) of Authority. This researcher sought to discover if any one particular authority is utilized more frequently than the others.

When multiple cases are studied, it is suggested that the researcher begins with a within-case analysis followed by a cross-case analysis (Creswell, 1998). The researcher first provided a thick description of each case and the themes that are within each case.

After which, a cross-case analysis was utilized to determine commonalities and uniqueness of themes that may exist.

Ethical Consideration

The researcher embedded certain safeguards into this study to protect all participants from any harm:

1. The cover letter and email thoroughly explained the purpose of the study and how data would be collected from the respondent (see Appendices B and C). Respondents clearly understood the intent of the study and how it was used.
2. The Letter of Cooperation to Participate in Research (see Appendix D) and the Consent to Participate (see Appendix E) are tools used by the researcher to provide a comprehensive explanation of the purpose of the study, how confidentiality was maintained, and the risks/benefits associated with this study. The researcher took care in ensuring that these tools were explained to the participants in detail and that they understood all its' components.
3. Confidentiality was a high priority for the researcher. Extra precaution was used to maintain anonymity by assigning each respondent to an alias that was used during data analysis. Also, the researcher refrained from referring to the respondents by name or district name during the taped interview and in the final writings. Furthermore, all audio-tapings will be stored for three years in a locked storage cabinet in the researcher's residence. No other person shall have access to the secure cabinet. At which time, all tapings will be destroyed by the researcher. The transcriber contracted by the researcher signed a

confidentiality agreement which strictly prohibits the sharing of any information provided in the tapings in any form (see Appendix G).

4. As stated in the Consent to Participate, respondents could decline to answer any question during the interview. Prior to the semi-structured interview, the respondents were provided with a list of questions used to guide the interview. Respondents had the option to request that the researcher refrain from asking any particular question during the interview. Also, respondents had the option to withdraw from the study at any time without penalty.
5. Lastly, recognizing that subjectivity issues may arise which can harmfully compromise trustworthiness (Jackson et al., 2007), the researcher conducted a member check. The member check allowed the respondents to clarify statements and verify if the essence of their interpretation was captured. Allowing the respondent to access the collected data prior to the final writing provided them with an added layer of protection from misrepresentation or from their perception being inaccurately portrayed.

Limitations

While it was the researcher's goal to provide a comprehensive understanding of the study, there were four foreseen limitations of this study:

1. The respondents in this study do not fairly represent all new female principals in the state of Illinois. Due to time constraints and resources available, this study is limited to counties surrounding the city of Chicago, excluding Chicago Public Schools. Therefore, the findings in the study reflected those

experienced by suburban elementary and high school principals. There is a possibility that this study may not be generalizable in an urban or rural setting or outside of the state of Illinois.

2. The subordinates' voice was absent in this study; thereby giving a one-sided perception of the relationships established between them and their superior. The researcher foresaw potential risks associated with the inclusion of any subordinates that could have had an adverse effect on them professionally and possibly socially. For similar reasons, the researcher did not conduct any observations to insure that any potential risks associated with participating in this study are eliminated.
3. The researcher of this study is a female that has experienced a similar plight, although not the same, as those represented in the study. Through the use of daily journaling and member check, the researcher made every attempt to disconnect any personal references or views that may have biased this study.
4. As the primary instrument in this research, all observations and analyses were filtered through the worldview, perspective and values of the researcher. Merriam (1998) states "...reality is not an objective entity; rather, there are multiple interpretations of reality" (p. 22). This quote not only depicts the challenges faced with maintaining objectivity for the respondent in conveying their perception but also the challenges associated with maintaining objectivity for the researcher when decoding and interpreting data. While every attempt at objectivity was used by the researcher, common methods

used in data analysis such as, coding, identifying themes, and generalizing are subjective.

Bias Minimization

In an effort to minimize bias, the researcher has excluded Chicago Public Schools as a possible source for data collection. The researcher is a female administrator currently employed by Chicago Public Schools and has many close ties with other female administrators in the same school district. By eliminating Chicago Public Schools from the sampling pool, the researcher diminished the likelihood that a previous relationship with a respondent had occurred. This allowed the researcher to enter the field similar to a blank canvas, lacking preconceived notions that pollute opportunities to capture the true essence of the contextual conditions surrounding the phenomenon being studied because any uniqueness may have been mistakenly disregarded as being natural.

Additionally, the researcher made every attempt to untangle any personal connections or experiences that may infiltrate the study, especially during the data analysis process. The researcher maintained a journal as an outlet to express these personal reflections and experiences. At any time that the researcher believed that personal feelings were being regarded in the portrayal of the study, the study was paused and she expressed those experiences in her personal journal until she was ready to return with objectivity and minimal bias.

Summary

In summary, a qualitative methodology was used to gain an understanding of female principals that lead within the same school that they once taught. The researcher utilized a multiple case study consisting of 11 female principals that meet the sampling criteria. The researcher entered the field of each participant and conducted a 45-minute semi-structured interview. To add validity to the study, the researcher triangulated the data gathered in the interview with current literature and the conceptual framework, the Sources of Authority. All the data collected informed the research questions that answer the overarching question: What are the challenges that new female principals encounter and the strategies that they use to address these challenges when transitioning from colleague to superior?

CHAPTER IV

PRESENTATION OF DATA AND FINDINGS

Introduction

The purpose of this study was to examine female principals of schools in which they once taught in order to better understand strategies that they used to transition from colleague to superior, specifically in incidences in which a friendship had been previously established. This study explored the transition from colleague to superior and discussed the sources of authority that are employed by female administrators to balance social relationships while maintaining high levels of teacher expectations, conducting formal/informal evaluations, and exerting disciplinary actions when appropriate. Moreover, this research revealed what happened to these social relationships when female teachers are internally promoted to a leadership position over their colleague. Lastly, this research explored the possible affects when there is a power shift in these relationships due to the acquisition of authority over someone where a previous social bond has been established.

Through the use of qualitative methodology, the researcher conducted interviews with female principals and analyzed data to answer the following research questions:

1. Are there intentional processes used by female administrators to transition from colleague to superior of other females where a friendship had previously been established? If so, what are they?

2. Along with changes in the professional relationship between female administrators and their former female colleagues, are there significant changes in the social relationships? If so, what are they?
3. Are there challenges associated with the role change from colleague to superior amongst females? If so, what are they?
4. From what sources of authority are these processes and changes grounded?

Research Participant Sample

There were a total of 350 invitations to participate in this study mailed to female principals in suburban Cook, Will, DuPage, and Kane Counties in Illinois. Twenty-three principals responded to the invitation, including nine that did not meet the selection criteria. From the 14 respondents that met the selection criteria, the first eleven principals that responded were asked to participate by agreeing to be interviewed by the researcher. The interviews were conducted throughout the months of September-November, 2011 and each were held at the respective interviewees school of employment before or after normal school hours or on student non-attendance days. Each session lasted between 35-75 minutes. Prior to each interview, each participant was presented with and then signed a Consent to Participate in Research. After each interview, the audio tape was transcribed verbatim and emailed to the respective principal for clarity and editing purposes. There were a total of 162 pages of transcribed data.

The “Demographic Information” (see Table 6) illustrates background information for each participant. Actual names of the participants are not used in this study. Instead, each principal was assigned a pseudonym.

Table 6

Demographic Information

Name	Grade levels at the school	Previous Position(s) held at the school	Total Years in Education Prior to Principalship	Years at Current Prior to Principalship	Years as Principal	Race/ Ethnicity
Denise	K-6	Classroom Teacher Dean	9 Years	4 Years	5 Years	African American
Gabrielle	K-6	ESL Teacher	13 Years	5 Years	3 Years	Caucasian/ Hispanic
Jada	PreK-5	Special Education Teacher	9 Years	3 Years	7 Years	Caucasian
Kimberly	K-4/5-8	Music Teacher	13 Years	5 Years	4 Years	Caucasian
Marie	3-4	Classroom Teacher, Learning Center Director	16 Years	11 Years	10 Years	Caucasian
Michelle	K-6	Classroom Teacher	8.5 Years	6 Years	6 Years	Caucasian
Patty	Pre-K/K-4	Reading Coach	11 Years	4 Years	6 Years	Caucasian
Shawna	K-4	Classroom Teacher	21 Years	11 Years	10 Years	African American
Sophie	K-5	Classroom Teacher	9 Years	9 Years	3 Years	Caucasian
Tiffany	PreK-5	PE Teacher	12 Years	4 Years	7 Years	Caucasian
Wendy	6-8	Classroom Teacher Substitute Teacher	7 Years	7 Years	8 Years	African American

As can be seen from the above data, 91% of the principals (n = 10) that participated in this study lead primary to intermediate level schools. Eighteen percent (n = 2) of the principals lead a junior high school. Eighteen percent of the principals (n = 2)

are responsible for leading two separate buildings. Of these principals, one principal leads a Pre-K only and a K-4 building which are located within a mile of one another. The other principal leads a K-4 and a 5-8 building which she stated is conveniently separated by a corridor.

Fifty-five percent ($n = 2$) of the principals in this study held classroom teacher positions prior to becoming a principal at that school. Eighteen percent ($n = 2$) of the principals taught a single subject course (music and physical education) which allowed them the opportunity to teach every student and collaborate with every classroom teacher in the building. Eighteen percent ($n = 2$) of the principals held a teaching position (English as a Second Language and Special Education) which assigned a smaller and preselected population of students to them based on the students' academic needs. One principal, who represents 9% of the sample population, was a reading coach prior to becoming a principal. Eighteen percent of the principals began their career at their school as a classroom teacher but eventually transitioned into another non-teaching role (Learning Center Director and Dean) prior to becoming a principal.

The participants have an average of 6.3 years of experience as both a teacher at the school that they now lead (ranging from 3-11 years) and as a principal of the school that they once taught (ranging from 3-10 years). Also, the participants have an average of 11.7 years (ranging from 7 to 21 years) of experience in education prior to becoming a principal.

Lastly, 73% of the participants are Caucasian. Twenty-seven percent of the participants are African American. One principal, representing 9% of the sample population is Hispanic.

Participants in this study were asked multiple questions to explore their various roles in the school that they now lead. The researcher emailed the guiding questions to the principals prior to the interview. During the face to face interview, these questions were used as a guide to elicit discussion that would reveal a clear understanding of the principal's perception of her transition from colleague to superior and identify common themes that occur in such a phenomenon. Additionally, these questions were designed to understand the strategies employed by the principal when balancing a social and professional relationship with their subordinates in instances that friendships were established. These guiding questions are presented below, along with a summary of each participant's response.

Question 6: How do you define success for the school?

Denise

Denise defines success for her school based on student academic achievement and transforming challenging student behaviors. According to Denise, "I look at the progression (and) if we're moving students... Let's say they're coming in on a 5th grade level and... they made 6th grade at the end of the year. We moved them up one grade level. I call that success." Denise contributes the high student mobility rate to the focus on student behavior. She states, "(Our student) mobility rate is high. If we can transform

some behaviors and get them (when) they first come in the door, I call that success.”

High achieving students that are well-behaved means a successful school year for Denise.

Gabrielle

Gabrielle defines success by “a collegial environment” that results in student achievement. She stated “Creating a collegial environment where teachers work together (and) have the same goal that is in the best interest of the kids” is how she determines if the school is successful. She defines a collegial environment as “teachers having open lines of communication with each other, are able to speak with each other and develop that level of trust where they can talk to each other.”

Jada

Jada commented, “We want our kids to be successful citizens that can support themselves.” Producing successful citizens can be attributed to her setting high academic standards for teachers and students. She holds teachers responsible for delivering high quality instructional lessons that promotes academic success. Also, she believes that good behavior contributes to good citizenship in their rather small community. She has adopted a character education program for her school called “*Character Counts*.” She believes this program is instrumental in positively influencing the school’s climate and students’ behavior.

Kimberly

Kimberly measures success for her school by the amount of students exhibiting any form of academic growth which she measures by the increase in standardized test scores from year to year. She believes that learning should be customized to each

student's needs in order for growth to be achieved. It is her belief that implementing differentiated instructional strategies is necessary for students to move forward at their individual pace.

Additionally Kim believes that students' social and emotional skills directly influence their academic achievement. She stated, "If we are successful our kids have good foundations of academic skills, as well as social/emotional skills. Whether they participate in activities at the junior high where they are developing athletic abilities or becoming part of a team and (build) character." Through Response to Intervention (RtI) planning with her team, Kimberly has embedded processes that takes into consideration students' social and emotional skills and folds that into creating individualized plans for success.

Marie

Marie defines success for her school by student achievement. She acknowledges that standardized test scores are an important instrument used to gather data on student achievement, but takes into consideration other factors as being influential to understanding how students are progressing. She stated, "We look at local measures of assessment, how are students performing, how engaged they are, attendance rates, the level of parental involvement." Taking a look at all these contributing factors gives Marie a better picture of her students' performance in comparison with other local school districts with similar demographics.

Michelle

When asked to define success for her school, Michelle stated, “I think success comes from people wanting to work together and knowing that it is hard work but it’s a team effort...you feel supported.” Michelle stands firm in her belief that if educators are passionate about their work, everything else will fall into place. She went further to state, “I can teach you the curriculum, I can teach you how to deal with the difficult parents... but I can’t teach you to love your job.” Thus she relies on surveys that parents and students complete to help her gauge the climate of the school. Also, she values the feedback that she receives about the school from various visitors including substitute teachers.

Patty

Patty stated, “Success for me is that the kids are eager to be here and happy to be engaged in learning.” However, recently she has felt compelled to redefine her beliefs to align more with the current state of education. She states, “I’ve only recently begun to define the success by the tests scores and that was really kind of kicking and screaming.” Patty shared that she never wanted test scores to define her students; however the state of Illinois uses tests scores as a means to define her school. Also, she contributes her biggest secret to success is the high quality of her staff. Patty affectionately stated, “We have a staff that really works well together, cooperate with each other, is open to (new) things ... (they) are one of the reasons we are successful.”

Shawna

When asked how she defines success for her school, Shawna firmly believes that success is determined by how well students perform on standardized test. Shawna stated, “Success for the school is our mastery on... our ISAT. We determine our mastery if we make AYP... (if so) we have accomplished the goals of the state.”

Sophie

Sophie stated, “I define success as high student achievement and a positive, collaborative, warm culture. Those are both equally important.” Sophie acknowledges that the state mandated standardized tests are important to her; however “because of the nature of (our) population,” the students will always do well on these tests. She then looks for other tools to measure the success of the school, such as comparing their performance on benchmark data with neighboring districts that have similar demographics and performance patterns.

Tiffany

Tiffany believes that not only is student achievement important to the success of the school, but producing “well-rounded” students contributes to the school’s success. It is not just important that the students are performing high on standardized tests, but that they develop into contributing members of society. Also, she believes that a healthy, positive school environment is critical to providing students with a comfortable haven in which to learn and grow. Tiffany explained the behavior initiative that her district has adopted encourages students to be respectful, responsible, and ready. She stated, “When you look at our behavior data, our test scores, and just student interaction with teachers

and with each other, we've met our goal (of) being a comfortable safe place for the kids to be." Therefore, success is not limited to what occurs inside of the classroom but includes how students apply their skills outside of the classroom too.

Wendy

Wendy contributes two factors to the success of her school, teacher collaboration and student achievement. During the interview, Wendy stated that her school has made Adequate Yearly Progress (AYP) seven of the eight years that she has been the principal. She contributes this achievement to the collaborative environment that she has fostered in her building.

The "Success Indicators" chart (see Table 7) illustrates how the participants define success for their school and what tools they use to determine if they are successful.

Question 7: What were your priorities for this school year?

Denise

High student achievement is Denise's main focus for this school year. She stated, "My priority... (is) to move students academically and have teachers have the mindset that we're here to teach." She is concerned with teachers that struggle with utilizing technology in the classroom and those that have not demonstrated evidence of implementing differentiated instructional strategies. She discourages her teachers from adopting a "one size fits all" approach to teaching and to diversify all their lessons to accommodate all learning styles and abilities.

Table 7

Success Indicators

Name	School Success Indicators	How is that measured
Denise	<ul style="list-style-type: none"> • Student Achievement • Behavior Modification 	<ul style="list-style-type: none"> • Test Scores • School Climate/Less Behavior Referrals
Gabrielle	<ul style="list-style-type: none"> • Collegial Environment • Student Achievement 	<ul style="list-style-type: none"> • Vertical articulation • Test scores
Jada	<ul style="list-style-type: none"> • High Academic Standards • Good behavior 	<ul style="list-style-type: none"> • Test Scores • Participation in citizenship program
Kimberly	<ul style="list-style-type: none"> • Student Achievement 	<ul style="list-style-type: none"> • Test Scores • RtI Referral Process
Marie	<ul style="list-style-type: none"> • Student Achievement 	<ul style="list-style-type: none"> • Standardized Test Scores • Local Assessments • Student Engagement • Attendance Rate • Parental Involvement
Michelle	<ul style="list-style-type: none"> • Collegial Environment 	<ul style="list-style-type: none"> • Exit Survey • Visitor Feedback
Patty	<ul style="list-style-type: none"> • Student Achievement • Collegial Environment 	<ul style="list-style-type: none"> • Test Scores • School Climate
Shawna	<ul style="list-style-type: none"> • Student Achievement 	<ul style="list-style-type: none"> • Standardized Test Scores • Making AYP
Sophie	<ul style="list-style-type: none"> • Student Achievement • Positive Culture 	<ul style="list-style-type: none"> • Local Assessments • Organizational Health Survey
Tiffany	<ul style="list-style-type: none"> • Student Achievement • Positive Climate • Well-rounded Students 	<ul style="list-style-type: none"> • Test scores • Behavioral Initiatives
Wendy	<ul style="list-style-type: none"> • Student Achievement • Collegial Environment 	<ul style="list-style-type: none"> • Making AYP • School Climate

The teacher mobility rate is “very stable” and a majority of her teachers are tenured. When reflecting on her staff as a whole, Denise commented, “(Many teachers) have been out of a teaching preparation program for years. (They) accumulate CPDU’s (but are) not actually going to professional developments.” Therefore, she is committed to providing teachers with the resources, materials, and professional developments that are needed to enhance their instructional abilities. She stated, “...there has been a lot of changes, a lot of research based things that were not in place 10 or 15 years ago.” According to Denise, getting teachers to think “outside-the-box” and become receptive to innovative ideas are important factors to impacting teaching and learning.

Since the state has raised the standards for meeting AYP for this school year, Denise is concerned that teachers will be content with making Safe Harbor or showing small gains from the previous year. While it is true that the students in her school struggle each year to meet state standards on the ISAT test, she wants her teachers to be more optimistic this school year and raise their expectations in their classrooms for high academic standards. She stated,

We are not going to say that we are going to go for Safe Harbor or we want 10% above what we did last year. We are going to shoot for the 92.5 and do the best that we can without any limitations... My priority is to move students academically and for teachers to have the mindset that we are here to teach and truly believe that each and every child can learn.

This shift in her faculty’s mindset is Denise’s third priority for this school year and she is continuously working with her teachers to address her goals.

Gabrielle

Gabrielle's priority for this year is "to drive improvement." She leads a school that has predominantly Hispanic students, many of which have Limited English Proficiency (LEP). This has been a major hurdle for students to score well on state tests and meet AYP standards each year. Gabrielle stated, "I want to make sure that teachers are the ones improving instruction." After disaggregating the data with her team, they identified that their biggest weakness is in reading. She stated, "We were really struggling with reading comprehension because of our LEP students struggling with the academic vocabulary." With this in mind, she and her Building Leadership Team (BLT) have identified reading strategies that teachers could implement that will improve delivery of instruction. She contracted an outside consultant to add support to teachers by modeling lesson and observing teaching. So far, she is excited with the progression in instructional practices that she has seen.

Many of the students in Gabrielle's school are bilingual; therefore, she leads a dual language school. By the time students finish the sixth grade, every student is intended to be bilingual in English and Spanish. Working with her BLT and carefully examining lesson plans are important to her. She is committed to staying involved with all things that have a direct impact on instruction and can contribute to increased test scores.

Jada

Jada has a huge staff in her building including quite a few faculty members that are new to the school. Her priority for this year is for everyone to know one another and

to have a cohesive team including employees that are shared between multiple buildings in the district such as the speech pathologist and the school psychologist. According to Jada, “We have some new staff members... we have 90 something adults here... and people have traveled building to building, so it is a lot of people to keep on the same page.” Her students have been performing well throughout her years of service and she is committed to a continued route of success for them.

Kimberly

The principal at the junior high school connected to Kimberly’s elementary school recently stepped down from that position; thus Kimberly is now leading both schools. Prior to his departure, the junior high teachers were in an uproar about implementing RtI because of the time intensity and the extra work load that it requires. Kimberly’s first priority is to build teacher buy-in by first presenting the fundamentals of RtI to alleviate all misconceptions then creating a plan collaboratively with the team. She stated, “One goal is getting RtI moving in a better direction at the junior high. It was already moving pretty well at the elementary. Then we have been focusing on professional development for the Common Core and restructuring our curriculum. Those are my two big things.” Her emphasis this year is on being more of an instructional leader than the building manager that she had been in the past which is being threatened by the recent acquisition of another building to manage. Kimberly stated, “As far as being able to support everyone, there is a little bit of time crunch. I have to tell you that I am not as successful as I would like to be.”

Marie

Marie has several priorities for this school year. She stated,

We have redone our report card, so we are working on this standard based report card with a completely different grading system and trying to bring parents along and teachers along in that process is a big area of work for us. And we are looking at our RtI process and at our diagnostics and our materials that we are using for tier 2 and tier 3 reading intervention.

Michelle

This school year Michelle is focused on improving instructional strategies in the classroom. Her district has mandated that all schools implement guided reading groups. However, her team already had that practice in place so she wants to strengthen how it looks in all classrooms. Also she stated, “This year we are really looking at using the same language across all grade levels, so my goal is using reciprocal teaching – those four teaching strategies... and we are using the exact same language from Kindergarten to 6th grade... and (applying) those same strategies in Social Studies and in Science, across all content areas. Our goal is to really apply those strategies and students understand them and readily apply them no matter what they are reading.”

Patty

Students are tested every eight weeks in reading and math to measure growth. The teachers sit down with each student individually to discuss the results of their tests and how they compared to their classmate using a chart. Patty personally sits down with

each 4th grader who was there the previous year and discusses ISAT scores with him/her. Showing students their gains over the course of time is powerful and it has really gotten the students “pumped up and they want to try harder” on the next assessment. Patty believes that these individualized conferences have a greater impact on student achievement than giving students rewards like a pencil for taking the test. According to Patty, her priority this year is “to maintain the (students’) enthusiasm that we had last year and to keep our expectations high so that we continue to see the kids achieving more.”

Shawna

Shawna school did not make AYP in reading last year. Extended responses in reading and in math was identified as being their area of weakness. She stated, “We are going to have to focus on some strategies to build up teaching skills for students in extended response.”

Sophie

The failing economy has had an adverse effect Sophie’s school district. As a result of the failing economy, the district has severe budget deficits causing many changes in the schools including higher class sizes. Sophie said, “We’re doing a whole lot more with a whole lot less... with less teachers, bigger class sizes, fewer resources and it is really taking a toll on teachers stress level and morale.” Therefore, Sophie’s priority this year is to maintain a positive culture and high student achievement amidst all the chaos that is going on around her. She wants to maintain cohesion amongst her staff

as they “ride the storm out together.” She plans to achieve this by maintaining an open line of communication that keeps everyone informed of what is going on systemically.

Tiffany

The district has made writing across the curriculum and at every grade level a priority for this school year. For many years, writing had been the null curriculum. She stated, “Writing is something that we just do but we have never really talked about how we do it consistently.” Now Tiffany is leading discussions on how to teach writing consistently and what it looks like at every grade level. Also, her district is moving away from Everyday Math, which the teachers did well to align with the Common Core standards. She stated, “Right now our test scores are high. We made AYP. We are doing well but then how do you stop what you have been doing really well for a long time to incorporate all the other things that Common Core is requiring?”

Wendy

Due to budgetary deficiencies, Wendy’s school district went through difficult teacher contract negotiations last school year causing many teaching positions to be cut. Also, there was a school closure in the district which caused a few additions to her staff. The changes in the structure of the district caused rearrangements of the school schedule at the junior high school. According to Wendy, this new schedule was “rigorous and a big adjustment for the teachers.” She wanted to be “more of a support base for teachers that were not used to the type of schedule that (they) have.”

By the time negotiations were made, trust was broken and there were attacks on administration by teachers. She stated, “My goal was to repair some of the damage that

was done last year, to build back up morale, to build up trust, build back the relationship that got us to where we were, and not allow for the things from last year to hamper our success and continue moving forward.”

The “Principals’ Priorities” chart (see Table 8) illustrates the participants’ priorities for this school year.

Table 8

Principals’ Priorities

Name	Priorities
Denise	<ul style="list-style-type: none"> • High Student Achievement • Improve Instructional Practices • Increase Teachers’ Expectations of Students
Gabrielle	<ul style="list-style-type: none"> • Improve Instructional Practices • Improve Reading and Vocabulary Strategies
Jada	<ul style="list-style-type: none"> • Build Cohesive Team
Kimberly	<ul style="list-style-type: none"> • Implement RtI Fully at the Junior High • Professional Development on Common Core • Restructure Curriculum
Marie	<ul style="list-style-type: none"> • Building Parent and Teacher Buy-In For New Grading System and Standard Based Report Card • Examine RtI Reading Intervention for Tier 2 and Tier 3
Michelle	<ul style="list-style-type: none"> • Improve Instructional Practices • Strengthen Guided Reading Practices • Using Reciprocal Teaching
Patty	<ul style="list-style-type: none"> • Maintain Student Enthusiasm • Maintain Teachers’ High Expectations of Students
Shawna	<ul style="list-style-type: none"> • Increase Teaching Reading Strategies
Sophie	<ul style="list-style-type: none"> • Maintain Positive Environment • High Student Achievement
Tiffany	<ul style="list-style-type: none"> • Incorporating Writing Consistently in Every Grade • Align Curriculum to Common Core Standards
Wendy	<ul style="list-style-type: none"> • Increase Administration Support of Teachers • Increase Staff Morale • Build Relationships

Question 8: Describe your leadership style.

Denise

When asked to describe her leadership style, Denise commented, “I’m not that far removed from the classroom that I don’t recall how it is be in the classroom.” She believes in treating people the way that she wants to be treated and prides herself on never asking anyone to do anything that she would not do herself. In her opinion, her connection to the classroom and the role of a teacher makes her a “situational leader.” She stated, “What’s happening is what I give you... (I am) firm but (I am) fair.” She considers herself to be a mild-mannered person, but she can be aggressive in situations if necessary. She stated, “... I’ll come at you if you give me a reason to come at you. Otherwise I can be as nurturing as anyone else. But I don’t discriminate.”

Denise has a need for structure which drives many of her expectations of her staff. For example, she generates a daily bulletin which she creates before leaving at the end of the day and emails to the entire staff before the opening of the next school day. Teachers are expected to check their email daily and read their bulletins to stay abreast of the day-to-day operations of the school. Because she is unable to have staff meetings as frequently as she would like, she uses this as her primary means of communicating to her staff what they are being held accountable for including deadlines, due dates, items to bring to faculty meetings, etc. Teachers that do not read their emails or adhere to the requests stated in the bulletin are called to her office for appropriate disciplinary actions.

Denise admits that more times than not, there are decisions that are top down directives. She tries to collaborate in instances that she can but there are times when she

is forced to be a dictator. For example, the School Board of Education recently instituted a new dress code for employees. Many teachers were in dismay when they discovered that they could no longer wear jeans to work. Denise attempted to buffer some of the staff's negative reaction by adding perks throughout the year, but the reality of the matter was there was a new policy in place that teachers were expected to adhere to and Denise was required to enforce.

Gabrielle

When asked about her leadership style, Gabrielle responded, "I try to be collaborative when we are learning and working together. Sometimes it works, sometimes it doesn't." For example, there has been a controversial issue that has been debated for the past few weeks during BLT meetings. Gabrielle wants to eliminate a second recess for students so that time spent on instructional tasks will increase. Reducing the second recess goes against the tradition of the school as that many teachers covet because it allows them time for planning and preparation activities.

Gabrielle is faced with doing what she believes is best for student learning versus what is favorable for teachers. She has tried to collaborate with teachers to identify a compromise in this situation on numerous of occasions; however, no compromise seems to address the issue of planning time versus instructional time. Gabrielle has decided this year they will have one recess a day and next year she will eliminate recess in its entirety to increase instructional time. She said, "...having recess five times a week is not going to happen. (Teachers) could use recess as a reward once a week." She roots this decision in the belief that what is best for the students trumps what is ideal for the teachers. Last

year their reading scores increased from 50.0 to 58.6. According to Gabrielle, “It is huge and I don’t want to lose that momentum.” She maintains that students have to engage in more instructional tasks if they are to see significant gains in their reading abilities.

Jada

Jada describes herself as a collaborative leader. She stated, “I am not a top down person.” She prefers to have teacher leaders that lead meetings while she takes notes. Teamwork is important to her to promote teacher buy-in and accountability.

Kimberly

When asked to describe her leadership style, Kimberly stated,

I think I am collaborative. I feel like my leadership style is balanced. I am not afraid to take a stand when I feel something is right but I definitely am one to listen to what the teachers are saying. I may not always agree with them. They may not always agree with me. But I do consider their perspective when I make a decision especially if it something that’s really going to impact all of us.... I’m a perfectionist and want things right. Sometimes I want them right too quickly so I maybe seem very authoritative and sometimes you have to be I’ve decided.

Kimberly tries to dilute her authoritative leadership style by collaborating whenever possible with her teams. She does find it challenging at times to abandon her authoritative ways completely because there are teachers that simply need those boundaries to maintain structure. For example, recently a parent survey revealed that parents felt that teachers did not communicate with them unless it was negative about

their child. Kimberly informed the staff of the parents' concern and discussed the resources that were already in place to address that issue. She expressed to the teachers her expectations of updating communication tools weekly. She gave them the flexibility to select the tool they preferred, such as a weekly newsletter, phone system, or even a grade level webpage. She then gave them until the end of the first quarter to have their communicators fully functioning. By the end of the first quarter, only a handful of teachers had complied. She since has extended the final deadline until winter break. Kimberly expressed to the team her intentions of formal disciplinary actions of teachers who fail to comply with this directive.

Kimberly has observed a noticeable difference in the culture of each building which affects her leadership style and how she interacts with the staff. According to her,

The two buildings are so different. Over here (on the elementary side) I can give them guidance. I can give them my reasoning. Tell them this is what we are going to do. They provide their feedback and we decide on it collaboratively. They are very collaborative in the elementary. At the junior high, they will say tell us what you want us to do and you take their information or if you try to collaborate, they will (say). 'You are the boss. Why don't you just tell us?' So then (I) just tell them.

Marie

Marie considers herself to be a collaborative leader. She prefers not to make what she describes as "tiny day to day decisions" so she delegates responsibilities whenever

possible. She stated, “I do have some control issues. I do not like to delegate when I have to worry about what the outcome will be.” Since her team has earned her trust, she allows them to make decisions whenever they are most affected by the situation. For example, she delegated the research and review of materials for the RtI process to the planning team. She allowed her team to talk to vendors, gather samples, call meetings and pull everything together. When the team has gathered all the necessary information, they will make a decision together as to how they will move forward. She delegated the level of work to put into the process but directed the fact that the work had to be completed.

Michelle

Michelle tries to interact with as many people as she can each day. She prides herself on being highly visible and easily accessible. She enjoys interacting with the students so that they are familiar with her. She believes in leading by example therefore if she is in the lunchroom at the end of the lunch period, she will mop the floor. While in the hallway, she picks paper off the floor. Her nurturing spirit compels her to soothe people when they are upset.

Michelle tries to build a collaborative environment by allowing her staff to have an opportunity to express their opinion and then make collective decisions. She described three types of decisions that are made: mandates from the district office, things that she instructs them to do and decisions that they make on their own using their own judgment. Much of the resistance that she receives from teachers is a reaction to the mandates from the district office. In cases that teachers are mandated to enforce new

rules or implement new programs, she will listen to their concerns and give them the resources and support that they need buffer those concerns to the greatest extent possible. She stated that she tell the teachers, “You know this is coming from somewhere else. It is what it is. How can I help you? We are in this together. We are going to do this and I will help you along the way.”

Patty

When asked to describe her leadership style Patty said, “I always have taken a team approach. I am not afraid to stand up and make a decision and I have; but I have also found that it is more successful if we all come to that decision together.” She describes her style as “common sense leadership” since she is straight with people and have conversations to reveal as much information as possible before making group decisions. She admits that she has lofty expectations of her teachers, but everything is rooted in the idea that all students must learn. She meets with the teachers quarterly to discuss their classroom data. Teachers are expected to show how all their students are academically achieving and evidence to support what they are doing for students that are struggling with making quarterly gains.

Shawna

Shawna describes herself as a cooperative leader. She uses a non-threatening approach to leadership. She gives her teachers autonomy to make decisions and encourages them to work together, especially her grade level teams. She stated, “We are not equals because I am the principal but I listen to them and it feel like they are equals. I am not authoritative with them. I am not a dictator... I am very collaborative with them.”

Sophie

While there are some decisions that have to be made solely by Sophie, such as hiring and firing of personnel, she is a strong proponent of shared leadership. According to Sophie, “I am not a top down person. I am not comfortable with it... However, I do know that sometimes you need to do that. Not all decisions can be a shared decision and sometimes it just spins and someone needs to grab the bull by the horns and make the decision.” Those times when her staff cannot agree is when she makes the final decisions based on all the information presented and what is in the best interest of the students.

Sophie has formed a Building Leadership/School Improvement Team, a problem solving team, and a Positive Behavioral Intervention and Support (PBIS) Team which she relies heavily on for support with making building level decisions. Teachers select a representative from each grade level for each team while making sure that at least one or two people are on all three teams so that there is cohesion and interconnectedness between the teams.

Tiffany

Tiffany is a self-described “relational leader” because her door is always open and she listens to what people have to say. As a former Physical Education (P.E) teacher, she taught every student and interacted with every teacher in the building. One of her strengths is that she can see the “big picture” and can anticipate how one thing that is seemingly unrelated can have an impact on the entire organization. What a 1st grader wants may be different than what a 3rd grader want but what is in the best interest of all

students may be completely different. Since Tiffany is a big picture person, she is able to serve the best interest of everyone, not just some interest groups or grade level.

Additionally, Tiffany prefers shared decision-making over being a dictator. She said, “I try and gain the input of as many people as I can but I’m not afraid to make the decisions. That is something that I have learned and grown as a leader in that sometimes you just have to make the decisions.” What is more important to her is being able to acknowledge when she has made a bad decision and being able to ask teachers for help.

Wendy

Wendy admitted that she knows how to be authoritative when she needs to be, but prefers to be collaborative. She is aware of the different personalities of her teachers which allow her to personalize her approach when interacting with them individually. She stated, “I am not a dictator but if there is something that I need, I stand firm on (it). I do approach teachers personally and say, ‘You did not turn this in and I need this. You are holding me up. Where are you right now?’” She does have teachers that need more direction and support than others but have considerably more that are self-directed. She stated, “I am very much aware of my staff regards to those who turn things in late or who needs more of a push when things need to be turned in or if something needs to be done.”

The “Leadership Style” chart (see Table 9) illustrates the participants’ description of their leadership style.

Table 9

Leadership Style

Name	Leadership Style
Denise	<ul style="list-style-type: none"> • Situational Leadership • Structural Leadership
Gabrielle	<ul style="list-style-type: none"> • Authoritative Leadership • Collaborative Leadership
Jada	<ul style="list-style-type: none"> • Collaborative Leadership
Kimberly	<ul style="list-style-type: none"> • Collaborative Leadership • Authoritative Leadership
Marie	<ul style="list-style-type: none"> • Collaborative Leadership
Michelle	<ul style="list-style-type: none"> • Collaborative Leadership
Patty	<ul style="list-style-type: none"> • Common Sense Leadership
Shawna	<ul style="list-style-type: none"> • Collaborative Leadership • Cooperative Leadership
Sophie	<ul style="list-style-type: none"> • Shared Leadership
Tiffany	<ul style="list-style-type: none"> • Relational Leadership • Shared Decision-Making Leadership
Wendy	<ul style="list-style-type: none"> • Collaborative Leadership • Authoritative Leadership

Question 9: Prior to becoming a principal, describe the type of professional relationships that you established with your colleagues.

Denise

Denise entered education through an alternative certification program offered by the local university. Coupled with the anxieties associated with being a new teacher, Denise was convinced that her colleagues did not welcome her into the folds of the school because she did not obtain her certification through traditional means. She admitted that she is an introvert by nature, but the remarks from colleagues that challenged her ability to teach as effectively as them kept her withdrawn in planning

meetings and eating her lunch in her classroom rather than the teachers' lounge. She did not begin to feel respected as a valued member of the teaching team until her second year when she demonstrated to her colleagues that she had excellent classroom management capabilities and an innovative style of teaching that kept her students engaged in learning. Her colleagues viewed her as a strong disciplinarian so much that they highly recommended her for the position of Safety Facilitator (like a dean of student behavior) when it became available. After becoming the Safety Facilitator, her professional relationship with her colleagues improved dramatically and she began to be cooperative and felt more supported. She began to be more actively involved in staff meetings and regularly collaborated with teachers individually and in small teams.

Gabrielle

When asked to describe her professional relationship with her colleagues prior to becoming a principal, Gabrielle stated, "It was always friendly, always open, always collaborative." Gabrielle was the building's only English as a Second Language (ESL) teacher so she was assigned a small group of students. Whenever there were any language issues, teachers would come to her for support. She collaborated with all the teachers and got along well with them. She felt that she shared a mutual respect with her colleagues that made it easy for her to work well with almost everyone in the building.

Jada

As the special education teacher, Jada remembers collaborating and working in teams was the culture of the school. She has observed an overlap in the way that she worked with the staff as a teacher and the way that she works with them as the building

administrator. She contributes the success of the school to the ongoing teamwork of the staff. She recalled a time when staff was invited to participate in an afterschool event that she developed. The staff attendance rate was remarkable in her opinion. Teachers were surprised to learn afterwards that they would be financially compensated for their time. Jada proudly stated that teachers at her school have always been genuinely invested in doing what is best for the students which make her job that much easier.

Kimberly

While Kimberly was the music teacher at the elementary school, there was not a music curriculum for her to use causing her to create her own. She began having conversations with teachers to align what they did in their classes with what she taught in music. She stated, “If they were doing rhyming words or if they were doing something with math, I was constantly trying to tie in some sort of cross curricular (lesson), but that takes collaboration.” She asked many questions and utilized her lunch time to collaborate as much as possible with various teachers. Kimberly believes that she built good professional relationships and that she was respected by her colleagues. She stated, “I only say that because during the interview process, there were 12 teachers on the committee and I know I was the candidate of choice for them... When you work in a district it can either work for you or against you.”

Marie

When Marie was a teacher the staff was divided. She recalled,

At the time when I was a teacher in this building it was not necessarily a real happy place... There was a group of my colleagues who

were pretty much unhappy about everything and that colored everything here... There was a group of us that pulled away from that and just chose to separate ourselves from that kind of negative energy... So the people that I was close to, I think we had a good relationship and I think we worked very well together. I think I worked well enough with the people who were not a part of my social group. But we are professional and then the people that I felt were unprofessional, I tended to just stay away from.

Michelle

As a classroom teacher, it was important for Michelle to know all the people in the building. Therefore, she regularly visited everyone's classroom, ate lunch with different people every day during lunch time, and sat with a different group at staff meetings. She enjoyed working on various committees with her colleagues because it gave her an opportunity to work with more than her grade level team. She stated, "I think they saw me as a hard worker, we would do lots of committee work here... Sometimes I saw myself as the organizer but I also got to know people that I would not have known."

Patty

As the reading coach, Patty was already viewed as a leader in the school. She went into the classrooms, modeled lessons, coached teachers on effective reading strategies, and served as a resource person for reading. She revealed that there were several "black clouds" that made working together difficult. She stated, "I am not like that. I do understand that people want to complain at the end of the day or during the lunchtime, you want to sit and moan in the lunchroom. Go ahead but get it out and then

let us move on. I will tolerate that but I do not tolerate the black cloud all the time.” She tried to avoid those people when possible, but was able to push past their negative attitude to still serve as a coach and resource for them as well.

Shawna

Shawna had weekly grade level meetings with other teachers prior to becoming a principal. They were “very professional” so that they could share ideas. She stated, “It was an understanding that we were all team players so we worked together for the good of the children.... Our top priority was working with kids. Just working together to make sure that the kids had everything to be successful.” There was a mutual understanding between the teachers that they would support one another through the sharing of ideas and strategies to impact student achievement. Also, Shawna served as a mentor to many newly hired teachers which gave her an opportunity to spend time in teachers’ classrooms observing and modeling teaching strategies which contributed to the professional respect that she shared with other teachers.

Sophie

Even as a classroom teacher, Sophie was fortunate to serve in several teacher leadership capacities. She is trained and passionate about data collection and using it to drive decision making. The building teams did not function as they do now so she was who teachers came to for support with interpreting their data and using it for lesson planning. She described her relationship with her former colleagues as “solid.” There was a mutual respect shared between her and her colleagues.

Tiffany

When asked to describe her professional relationship with her colleagues prior to becoming a principal Tiffany responded,

I would come to work the first day of school, throw up my posters, teach my school year. The last day of school, you did not see me again until the first day of school. I was never the person that came in over the summer. I did not collaborate with my peers because I was the only PE teacher so I kind of did my own thing in the gym. I knew everyone and I feel like I had decent relationships with them but... the standard that I met was the standard that I set.

Wendy

As the union vice president and subsequently the union president, Wendy got to know many people in the district. She worked with the Superintendent, Assistant Superintendent, and other administrators in the surrounding area. She developed many of her professional relationships with her colleagues by mentoring new teachers. She commented, "I think I had a good relationship."

Question 10: Prior to becoming the principal, describe the type of social relationships that you established with your colleagues.

Denise

Denise describes her social relationships with her colleagues prior to becoming the principal as being "basically nonexistent." While there was a social committee that orchestrated several group outings each year, Denise chose not to socialize with her

colleagues or participate in any of these outings. She cited a combination of factors as to why she felt isolated from the team. While her introverted nature was to partially blame, she also believes that her colleagues never fully respected her as a classroom teacher. In fact, she commented that they were not friendly towards her and did not offer her support in her new role as classroom teacher. She stated, “The perception that I had was that these people do not like me for whatever reason.”

Her first years as a teacher were stressful times for Denise. In addition to transitioning into her new career, she was coping with family and financial issues that she felt made her more withdrawn. She confessed,

At the time, I was going through a divorce so that was a lot of stress in my life. The alternative certification program that I was in took \$4000 off the top of my salary. The first year salary for a teacher was \$28,600 and off the bat I am making \$24,000, going through a divorce, have a mortgage, a car note and so it was a stressful time in my life. So I should not say that it was strictly them (not liking me). A combination of things probably had me isolated as well.

Gabrielle

“Friendly, but never intimate” is how Gabrielle describes the social relationships that she established with her colleagues prior to becoming the principal. Sharing lunch with colleagues on student half days was the extent of her socialization. She recalls receiving quite a few invitations to attend special events, but they were always regretfully

declined. Gabrielle stated, “That was really the driving force behind my decision (to not socialize)... my kids, I need(ed) to get home for my kids.”

Jada

Prior to becoming the principal, Jada describes her social relationships with her colleagues as “congenial.” Although there was a slight age difference between her and the other teachers, she would join several of them for social activities such as going to restaurants, going out for coffee, and even enjoying spirits after work in small groups. The age discrepancy between Jada and her colleagues’ children, gave her more reasons as to why not engage in intimate activities or make deeper personal connections.

Kimberly

Other than the teachers that she considered to be “grumblers,” Kimberly described her social relationships with her former colleagues as “very friendly.” They regularly went to lunch and dinner together and she ate with them in the lunchroom to build relationships. She believes that the teachers’ lunchroom is a great place to build social relationships with colleagues. She was particular about who she spent her personal time with though because she did not want to be associated with any negative vibes.

Marie

Marie and her colleagues shared many things in common. They were in the same age range, were raising kids around the same age, and even took their children to the same daycare center together. She stated,

We were just social friends. We were very friendly. There were some colleagues that I was personal friends with; our families did things

together, our kids play together...We did things as couples. And then there were other people that I was more professional acquaintances with. We work together but we did not necessarily see each other outside of school

Michelle

Michelle recalls the close relationships that she had established with her grade level team when she was a second grade teacher. She and her colleagues threw baby showers for each other, frequented each other homes, and engaged in several outings that sometimes included each other's spouses and children. Michelle grew the tightest bond with her grade level teammate. Their friendship was extremely strong until Michelle left to teach at another district for a few years. Since they no longer saw each other daily, the friendship began to weaken over time.

Patty

Patty's children were younger when she was the reading coach; therefore her priority was to get home to them as soon as possible each day. She had not established any intimate friendships with classroom teachers. She commented, "Once a month this staff would go out to dinner and I would do that. The social relationships I had were with all the older staff members who are all retired including the (previous) principal... and there is a social worker who is elderly. But as for the teachers, I never really had friendships with them."

Shawna

When Shawna was a classroom teacher, the staff was close knit and it was a family-like environment. They would go out for dinner and drinks on Fridays just to relax. They would celebrate birthdays and other life events together. They even included their children in outings when appropriate. They knew each other beyond the school setting and habitually referred to each other as personal friends.

Sophie

Sophie describes her social relationship with her colleagues as “friendly.” She had three children including one that she had while she was a teacher at the school. She went on to pursue her Master’s and Doctorate Degrees which left little time for socializing with her peers. She said, “I was friendly with everybody here but I did not really socialize outside of work because I did not have time. The time I had, I spent with my family.”

Tiffany

Tiffany established social relationships with other certified staff members who were not classroom teachers, such as the speech pathologist, social worker and the music teacher. She stated, “Our instruction was not similar to what they (the classroom teachers) did... They always had their team. (For example) there was always a team of five or six 1st grade teachers and they had their group already. We had to find our own groups because it was not ready made.” Tiffany did not live in the community and she never felt like she was a part of the teaching team so she did not socialize with the classroom teachers outside of school.

Wendy

When Wendy began her teaching career, she was the only African American teacher at her school. The student population grew from 40% African American to about 95% within years. This alteration in the student body created a need to recruit more teachers that reflected this composition. Wendy was designated to spearhead this recruitment process. In doing so, she began hosting gatherings at her home to socialize and network with all teachers so that they could get to know each other in a comfortable environment. She is a self-described “social butterfly.” All teachers were invited to her gatherings but she admitted that only a select few consistently attended.

The “Pre-Principalship Socialization” Chart (see Table 10) describes the type of social relationships that the participants established with their colleagues prior to becoming the principal.

Table 10

Pre-Principalship Socialization Chart

Name	Social Relationship Prior to Principalship
Denise	<ul style="list-style-type: none"> • Basically non-existent • No socialization • Colleagues were unfriendly • Felt withdrawn and isolated
Gabrielle	<ul style="list-style-type: none"> • Friendly but never intimate • Shared lunch with teachers on student half days • Declined invitations from colleagues to attend special events • Motherhood responsibilities took precedence over socializing
Jada	<ul style="list-style-type: none"> • Congenial • Small group activities • Not intimate

Table 10 (continued)

Kimberly	<ul style="list-style-type: none"> • Very friendly • Regularly shared lunch and dinner • Ate in lunchroom to build social relationships
Marie	<ul style="list-style-type: none"> • Shared many commonalities • Engaged in couple/family activities • Children played together and attended same day care • Personal friends
Michelle	<ul style="list-style-type: none"> • Hosted showers for colleagues • Frequented each other home • Engaged in outings that sometimes included spouses and children • Tightest bond with grade level teammates
Patty	<ul style="list-style-type: none"> • No intimate friendships with classroom teachers • Friendly with retired staff including previous principal • Motherhood responsibilities took precedence over socializing
Shawna	<ul style="list-style-type: none"> • Close-knit • Family-like • Friday after work outings • Celebrate birthdays and other milestones together • Personal friends • Included children in outing
Sophie	<ul style="list-style-type: none"> • Friendly • Family took precedence
Tiffany	<ul style="list-style-type: none"> • Friendships with certified staff who were not classroom teachers • Shared commonalities • No friendships established with classroom teachers
Wendy	<ul style="list-style-type: none"> • Hosted gatherings at her home to socialize and network • All invited faculty invited but the same select few attended consistently

Question 11 & 12: Prior to becoming a principal, how did you visualize your role in the organization would change and/or remain the same?

Denise

Denise really had no expectations of how her new role would change or affect her either professionally and socially. When she was the Safety Facilitator, she was already

out of the classroom so many of her colleagues were accustomed to seeking assistance and guidance from her. When the principalship opportunity became available, it was her colleagues that encouraged her to apply and they made the final decision of who would lead their building. She stated, “The Superintendent... created a panel here...of teachers and staff that interviewed the perspective principals. I went through the process just like anyone else and they chose me.” Even now she is still unsure of why they selected her since she felt ostracized by them in the beginning. She believes that she has gained their respect as a school leader.

Prior to becoming the principal, Denise thought that all things would remain intact. She did not foresee having any issues transitioning into her new role. Because she had already taken on some administrative duties and had worked well with her predecessor, she assumed that all things would remain as they were. She did not foresee any issues associated with her going from overseeing students to overseeing adults.

Gabrielle

Prior to becoming the principal, Gabrielle had become a lead teacher for the district. In addition to teaching at her school one hour a day, she was responsible for supporting the ESL program district wide by traveling to each building and collaborating with all of the ESL teachers. She stated that she had no expectations when transitioning into her new role as principal. While she expected her first year to be tough, she found solace in thinking that her role as a lead teacher had adequately prepared her for the responsibilities assumed by a principal.

The only change that she could foresee was the change in her work hours. She dreaded the anticipation of the impact her longer hours would have on her personal life, particularly with her children still being school-aged. At the same time that she was promoted as principal, her husband had lost his job. This seemingly unfortunate event made it possible for her to adapt more easily to the hours that she now was working because her husband had now become a stay at home dad.

Gabrielle had no expectations for her new role as principal. Having been a teacher in the building that regularly collaborated with other teachers; she thought that she would continue business as usual. She would continue to “observe teaching, meet with teachers, and identify teaching strategies that would benefit the students.”

Jada

Even though Jada felt that she had established a great professional relationship with many of her colleagues, she still knew that there were quite a few other employees that still needed to get to know her better. She stated, “I knew the group really well and knew how they functioned. I knew that there were some people that would need to get to know me because I was that special ed. teacher person.”

Jada had been accustomed to working in small groups on projects, but now she would have to learn how to work with the entire team on every facet of the operations of the school. According to Jada,

I did not think there would be a big change, just having a large group of people that will need to get to know me and (it) helped a lot that I knew them. I knew from experience that they would not respond well to

an administrator who was a real top down, authoritative type person... but I needed to hone that a little bit because working with five or six people is very different from working with one hundred. So I needed to just strengthen that collaborative mentality.

Jada shared a mutual respect with her colleagues that she knew would remain after she became the principal. Having collaboration and cooperation as the culture of the school, she felt confident that this trend would continue under her leadership.

Kimberly

“I thought it would be easier,” replied Kimberly when asked how she visualized her role would change after becoming the principal. She assumed that people would naturally follow her because she had been “part of them.” She did not foresee any changes in her interaction with staff or in the friendships that she had established as evident in the following statement, “I thought we (are) still all going to be friends and it is all going to be one happy family, expect the confidential side of my job.” Assuming that she would only have to exercise discretion when with her friends, she was unsure that anything else would change after she became the principal.

Also, she thought that she needed to become better familiar with various content and expectations at each grade level. She anticipated having to develop more professionally so that she could be a stronger instructional leader and ease away from managerial duties as much as possible. She stated,

I thought that I would have a bigger impact. I did. I thought that I could take what I knew about cross-curricular instruction and curriculum

development and I could have good conversations with teachers but that is not exactly what happened, that is ok That is how I visualized it anyway.

Kimberly stated, “I visualized that I would still be friends with people and be able to build relationships and be able to have conversations.” She was confident that the tradition of teachers coming to her for colleague to colleague support would continue. She envisioned her staff coming to her to share ideas about teaching strategies, but instead they come to her for more problem solving. While she thought that her friendship would not be impacted, she soon found out that was not the case. She stated,

I definitely had teachers say to me, ‘Well you crossed over.’

Literally, they verbalized that. They view it as a very us and them in our district. They definitely view a line between administration and the teachers even though I was part of them for a long time. I had one teacher tell me I would never be able to walk in her shoes because she had been teaching for 30 years and I was just a music teacher and I do not know anything about teaching.

Marie

Marie’s school district was undergoing major changes during her first year as principal. The district was moving from a neighborhood school model to graded centers. She knew that this process would be challenging yet rewarding. Also, she had anxieties about supervising people that she considered “dear” and “lifelong” friends. Reflecting on a particular friendship she stated,

We raised our kids together. They were the same age. Her kids were as comfortable at my house as mines were at hers. The lines were blurred there between the two homes and I was nervous about that because I knew there were some performance issues that I was going to be dealing with.

While she enjoyed being friends with this person, she foresaw that she would have challenges with addressing her concerns with her friend's work performance.

Michelle

At the time that Michelle was interviewing for the principalship, there were two principal openings in the district. The Superintendent thought that her school would be a "better" fit because of how well she interacted with the staff. According to Michelle,

(The Superintendent) just thought that my personality and me knowing the building was an advantage rather than a disadvantage. There were a lot of traditions here. There were a lot of things that people did as a whole staff. It was a very tight group. They were very inclusive and not exclusive and he knew me stepping in here would be more of an inclusive person.

The Superintendent wanted Michelle to maintain the culture of the building as the principal. For example, retired teachers are invited to attend the first day of school to enjoy lunch with the staff and participate in workshops. Selecting a principal that would celebrate the traditions and culture of the school was a priority to the Superintendent.

Patty

Patty had no clue how her role would change in the school once she became the principal. She did anticipate having to address an issue that bothered her about two teachers. She stated, "I knew what their track record was and I knew I did not want them to continue treating the kids that way. I knew they were going to be a challenge." Also, she knew that she wanted to change grade level placement of certain teachers and foreseen that as being a challenge to nudge them accordingly so she decided to leave them there for the first year. Knowing people's strengths was an advantage but the anticipation of the resistance that change would bring was a concern to her. According to Patty, "I knew what I thought their strengths were but I figured that they would be resistant (to change) and they were."

Patty stated, "I visualized that I would continue to have a positive relationship with people. I visualized that they would not test me... Since I have that other building, I am not here half the time... So I visualized that they would continue to be the professionals that they were and they have."

Shawna

Shawna knew that she would continue to work professionally with the teachers. According to her,

We will still work together for the common good of the children but now I would be the leader giving out all the directives to them and making major decisions. If we could not make them jointly then

somebody had to do it so that would be my role. I am the one in charge now.

Shawna stated, “My role only would change with my title but everybody knew me and I am basically a nice person. I am a friendly person. Everybody knows that I am very business-oriented. It’s about the kids... rather as a teacher or now as a principal; doing the best for them.”

Sophie

For years, Sophie applied for multiple administrative positions throughout the district and was turned down each time. She eventually asked the Superintendent what she could do to improve her chances of being selected. He informed her that the district simply does not hire administrators that do not have experience so she would have to leave the district to get experience and then reapply, so that is what she did. After a year as a principal in a neighboring district, Sophie reapplied for a principalship for another school within her original district. Coincidentally, there was a principal position available in the same school that she had once taught. The Superintendent encouraged her to apply for that position as well. She never considered applying for the position and was even more surprised after an extensive interviewing process to be offered the position at her previous school. She questioned the Superintendent about his decision to place her back into the school. According to Sophie, he believed that the positive relationships that she established with the teachers in the building made her a better candidate for that school.

Sophie commented,

I was not going to be different. I am fundamentally the same person. My core is not any different rather I am a teacher or an administrator. I knew the transition from being a teacher leader to being a building leader is a large step... it's just different. You have leadership with a different type of accountability. I knew that I knew the building from the lens of a teacher but I knew that I did not know it from the lens of an administrator.

She knew that as a building leader that there was so much that she did not know. What she did not count on was there would be things that she would not know but teachers assumed she would because she had once been a teacher at the school. For example, the Kindergarten teacher assumed that she knew about the yearly parent night. As an intermediate teacher for nine years in the school, Sophie did not know what happened in Kindergarten because it did not affect her.

Tiffany

As a teacher, Tiffany followed the directives of her superiors without any question or hesitation. She stated,

If I needed to implement a new behavior program, I would implement the new behavior plan. If I was adamantly opposed to what someone was saying then I would at least express my views but certainly was not disputing the issue. I did not feel that I was a leader and that I was actively problem solving with the administration.

She knew that once she became the leader, she would have to be more actively involved in problem solving with the teachers and district administrators. However she did admit, “I thought that I would just do my job and go home.”

Tiffany contributes her reservations to actively participate in decision making to the previous principal who she said, “built mistrust as opposed to trust so you did not really want to say too much... She taught us all to stay to yourself because if you put yourself out there then you can be attacked.” Just going with the flow was a career survival technique.

Wendy

Wendy never imagined that she would be the principal. Her predecessor had placed an abundance of trust in her which allowed her to be a teacher leader in the school and the district. The more leadership roles she volunteered for, the more leadership responsibilities that were bestowed upon her. According to the Wendy, the former principal was an excellent manager and instructional leader so she visualized only enhancing what he had already established.

The “Role Visualization” chart (see Table 11) illustrates how the participants’ visualized their role would change and/or remain the same after becoming the principal.

Table 11

Role Visualization Chart

Name	Visualized How Role Would Change	Visualized How Role Would Remain the Same
Denise	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Colleagues seek for guidance and assistance
Gabrielle	<ul style="list-style-type: none"> • Longer Work Hours • Tougher 	<ul style="list-style-type: none"> • Collaborate with teachers • Observing teaching • Identify teaching strategies
Jada	<ul style="list-style-type: none"> • Get to know entire staff • Work with the entire team 	<ul style="list-style-type: none"> • Mutual respect • Maintain collaborative and cooperative culture
Kimberly	<ul style="list-style-type: none"> • Easier • People would naturally follow • Increased confidentiality • Develop professionally on content and grade level standards 	<ul style="list-style-type: none"> • Remain friends • Build relationships • Have conversations • Colleagues seek her support • Sharing of ideas with colleagues
Marie	<ul style="list-style-type: none"> • Major district organization transformation • Anxieties with addressing friends work performance 	<ul style="list-style-type: none"> • None
Michelle	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • Maintain school's culture and traditions • Knowledge of building and staff
Patty	<ul style="list-style-type: none"> • Address issues with colleagues • Change grade placements • Respond to resistance to change 	<ul style="list-style-type: none"> • Knew staff strengths • Positive relationships with staff • Would not test her authority • Staff would be professional
Shawna	<ul style="list-style-type: none"> • Give directives • Make major decisions 	<ul style="list-style-type: none"> • Student Centered decisions • Work with teachers • Friendly/Nice person • Business-oriented
Sophie	<ul style="list-style-type: none"> • Different type of accountability • Knowing school from administrator's lens 	<ul style="list-style-type: none"> • Positive relationship with staff • Fundamental and core business
Tiffany	<ul style="list-style-type: none"> • Actively involved with problem solving 	<ul style="list-style-type: none"> • Do job and go home
Wendy	<ul style="list-style-type: none"> • More leadership responsibility 	<ul style="list-style-type: none"> • Enhance what previous principal established

Question 13: How would you describe the type of environment that you worked in as a teacher at this school? How has this environment changed since you have become the principal?

Denise

“Cordial and collaborative” are words that Denise used to describe the environment prior to becoming the principal. As the years progressed and Denise’s role changed, she became friendlier with her colleagues. She began to see the staff as a family which is evident in the following statement, “We call ourselves family and as we know family does not always get along.”

Denise believes that she has continued with many of the traditions of the school and maintained the procedures set in place by the previous principal. She could not pinpoint any major changes in the school environment in regards to how the staff work and relate to one another or conduct business. However, the district has fallen victim to financial hardships which has caused many cuts in positions, larger class sizes and unfavorable new policies such as holding checks of employees who failed to submit requested forms by a given deadline. Recently this was done even when teachers were given less than a week to complete a task. This caused a huge uproar because teachers felt that they were not given ample time carry out the assignment with the integrity that it deserved. In general, Denise blames the financial state of the district for the now low staff morale in her building that was not visible when she was a part of the teaching staff.

Gabrielle

Prior to her leadership, the school had a reputation for having “tough personalities.” Individually the teachers were described as being “wonderful” but collectively she considered them to be cliquish and overly opinionated. She is grateful that a few “difficult” teachers retired prior to her becoming the building leader, but the environment was still toxic and needed some repair. Gabrielle said, “Parents were not happy. Teachers were not happy. Everyone was unhappy.”

Another concern of Gabrielle’s is the school was separated by grade levels. The first and second grade teachers never got to talk to the fifth and sixth grade teachers because of the structure of the building. Teachers would only interact when they were signing in or out for the day in the main office or during staff meetings. It was important to Gabrielle to break down the invisible walls that separated them and create bridges for vertical articulation. She worked with her Social Emotional Learning Committee to incorporate “cross-age buddies.” She stated, “Teachers are meeting with different grade level (teachers) and doing activities with their kids that are fun. Teachers seem to like it. Kids love it. For example, Kindergarten is paired up third grade. Sixth grade is paired up with fourth grade.”

In order to address the toxic nature of the school and teacher segregation, Gabrielle started to incorporate team building activities in staff development meetings that addressed the social/emotional component of teaching. When speaking about the current state of the environment she stated, “It is better now but by nowhere would I say

we are a happy little family.” Gabrielle believes that she has made noticeable strides towards a more collaborative environment.

Jada

The environment that Jada worked in as teacher in the school was collaborative and friendly. She felt as though the teachers were approachable and that everyone bought into the mission and vision of the school to do what was in the best interest of the students. While the population of the school has doubled since Jada has become the school’s leader, the collaborative environment has remained intact.

Kimberly

The Superintendent served a dual role of Superintendent/principal when Kimberly was hired as the music teacher. When he hired her, he told her that he did not care what she taught or how much the students learned. His only priority was that children were having fun. He was an amiable man and a highly visible leader that frequented the hallways and classrooms so all the students and staff knew him well. However, he did not hold teachers accountable for teaching, just for being able to measure if students were having fun. During her post observation conferences, he would provide her with a step-by-step description of what he saw in the classroom but no evaluation or constructive criticism was ever offered.

There is a new Superintendent who emphasizes accountability. Prior to his leadership, there were no documented curricula in the district for any subject; teachers taught whatever they wanted to teach. Kimberly said, “Our current Superintendent is all about accountability and he is all about moving the district forward. At first I would have

to say too quickly and I am a 'come on, let's go' kind of person. So the two of us together was, too much."

The school's climate is not great according to Kimberly. Teachers do not trust the Superintendent and accuse Michelle of being his "mouth piece." The new focus on accountability has intimidated many of the teachers and caused anxieties because they had never had it before. Frustrated with the endless grumbling, Kimberly finds herself responding to teachers that say, "We didn't have to do it before" with "But you should have had to." She admitted that the teachers' negative attitude and ill-stance against accountability was the driving force behind the former junior high principal resignation. She stated, "When the teachers start running the building and there's no captain to lead the ship, that's a problem."

Marie

Prior to Marie becoming the principal, the staff was divided. The school's last two previous principals had weaknesses in their leadership that fostered a negative climate. The first principal had a laissez-faire leadership style and was content with status quo. He did not like confrontation so he had a "hands off" approach to leadership. After he retired, the female principal that replaced him did not seem to be professionally invested in the school. Her agenda was unclear to the staff and she lacked a strong enough personality to stand up to the negative forces within her building.

Right before Marie took leadership of the school, something interesting occurred. Three key people left the school. Two people resigned and one person retired. Prior to their departure, they made it clear to their friends and to the community that they would

not work under Marie's leadership. With these negative forces out of her building, Marie was able to address the needs of the building beginning with building a cohesive staff.

Marie spent the first year as a principal managing the teachers that were in her building while planning for the following school year with her incoming staff that was sprinkled throughout the district. Marie said,

I was able to address the needs of the building. My first year was the last year that this was a K-5 school. The following year, I was taking in all the third and fourth grade teachers from another neighborhood school, bringing them together with our third and fourth grade teachers and making one building. I was reconstituting the school (and) trying to make a new staff cohesive out of two groups of people that had not worked together before.

Michelle

When asked to describe the environment prior to her becoming a principal, Michelle said, "It was a great place to be, I really enjoyed myself. People did not want to leave here. It was hard to get in here because it was a tight group and they work well together so it was a very stable environment." Consistency was normality in the school which helped to maintain a healthy school environment. The expectations were just as high as the student academic performance was.

After becoming the principal, the environment has improved thanks to a few key retirements. While she appreciated some teachers on a personal level, she realized that their decision to retire was best for everyone in the school, especially the students. Also,

many new and enthusiastic younger teachers have been hired that have been trained to use more research based teaching strategies. This has increased Michelle's efforts to bring everyone together to connect and share ideas.

The economy has made an impact on the community which has affected the school's environment. In the past, many mothers had quit their jobs to raise their children. These parents were more involved in school activities. Parental involvement has decreased causing less support by parent organizations and more responsibilities assumed by the school. Also, the demographics have changed from 100% Caucasians to 78%. There are many families that do not speak English which affects the ability to communicate to parents. With all the changes in the community, it has caused a shift in the priorities of the school and the district.

Patty

Patty shared that the environment is "similar to the way that it is now because the previous principal was really a lot like me and I am a lot like her. I learned a lot from her... If you asked the teachers who had been here, I would guess they would say that the environment has not changed a lot. It is a positive, team-oriented environment."

Shawna

The entire staff has either worked with Shawna or was hired by her. Shawna describes the environment as "very professional" and "family oriented." The former principal favored hiring teachers that were recommended by other teachers. Shawna met a few of her colleagues while teaching in another school district. Once she was hired, she began to recommend teachers from that district who were hired, and they continue to

teach in the school. Teachers had already established a great working relationship with each other which they carried over to their new school district.

The environment has not changed at all since Shawna has been the leader. When they are at work it is all about the business of educating children. When they are not at work, they do not discuss work rather they enjoy the opportunity to socialize and enjoy each other company.

Sophie

As a teacher, the environment was positive. Sophie respected the previous principal but admitted that their leadership styles were quite different. The previous principal was very “hands off” because she had trusted the teachers. In fact, she trusted the teachers so much that leadership was not just shared, but passed on to teachers. She stopped coming to team meetings which allowed the teachers to have what some considered too much autonomy. Sophie commented, “While I am a big supporter of shared leadership, the shared piece is important and autonomy is important but there is a line there.” This type of leadership caused “silos” in the building. Teachers were able to do their own thing which caused resistance when Sophie came along and was a participative leader.

Since Sophie has become the principal, there has been a different level of accountability and visibility that took time for the teachers to get accustomed to in the beginning. She stated,

You cannot go in and close your door anymore and do your own thing like you used to be able to do. But with the Federal and State

everything, it is just not possible anymore. It is not possible with RtI and all the different things that require us to collaborate to do that. Common Core. You just do not have the ability anymore to teach butterflies when you feel like teaching butterflies.

The school had not established a shared mission, vision, or goals prior to her leadership. Sophie sat down with her team to create a mission and vision which now is used to funnel decisions through. Sophie stated, “

For some, they love having that structure because some people do not like having that kind of autonomy. They were uncomfortable with it. Other people do not want anyone to tell them anything at all ever because they know what is best and I could not possibly know (what is best)...

That was the transition. That was something necessary but different.

Tiffany

Prior to Tiffany becoming the building leader the environment was toxic. She said, “A lot of people were very unhappy with the leadership but we did not feel we were being heard.” Tiffany’s predecessor was a dictator who ruled with an iron fist. She made all the decisions for the school and attacked anyone that challenged any of her decisions. Collaboration was discouraged unless it was under her direct supervision. Teachers were afraid to express their opinions so they just did what they were told.

After Tiffany became the principal, she had to help the teachers get past the mistrust. She initiated the “uncomfortable process” of having candid conversations about their experiences under the previous principal’s leadership. Tiffany had to build a safe

environment for not just the students but for the teachers as well. She also had to teach the parents that that she means what she says. According to Tiffany, “I think probably my relational leadership style is based on we had to start establishing relationships to be able to move forward with kids, for the parents, for the community.” As a result, Tiffany receives feedback from visitors that her building is comfortable, open, and warm. Tiffany continued to say, “Sometimes a negative thing can bring a team together.”

Wendy

Wendy’s predecessor skillfully balanced being a dictator and collaborative leader depending on the circumstances. He held high standards for the teachers and the students which at times provoked him to confront teachers with his concerns. Sometimes his intent was taken out of context because he struggled with his delivery. He was guilty of expressing his disapproval of teachers in front of their colleagues, which caused some teachers to distance themselves from him as much as possible. Wendy felt comfortable enough with him to suggest that he monitor his tone when he addressed African Americans because of the heightened sensitivity from a Caucasian person. In general, teachers just did their jobs, kids were learning, and the school was well managed under his leadership.

Since Wendy has become the principal, “teachers are more comfortable expressing themselves and having a vote and having opinions, suggestions and being respected with those ideas.” The environment is more collaborative and social than it had been before. Also she stated, “I think a lot of people like working here, a lot of kids like being her and I think the parents appreciate how we run the school.”

Below is the “School Environment” Chart (see Table 12) which describes the participants’ perception of the environment prior to and after assuming the principalship.

Table 12

School Environment Chart

Name	Environment Before	Environment After	Cause
Marie	<ul style="list-style-type: none"> • Cordial and collaborative 	<ul style="list-style-type: none"> • Low staff morale 	<ul style="list-style-type: none"> • District Financial Crisis
Gabrielle	<ul style="list-style-type: none"> • Tough personalities • Toxic • No vertical articulation 	<ul style="list-style-type: none"> • Collaborative • Vertical Class pairing (Cross-Age Buddies) 	<ul style="list-style-type: none"> • Team building activities • Staff Development
Jada	<ul style="list-style-type: none"> • Collaborative and friendly • Approachable teachers • Teacher buy-in 	<ul style="list-style-type: none"> • Collaborative and friendly 	<ul style="list-style-type: none"> • Collaborative Leadership Style
Kimberly	<ul style="list-style-type: none"> • Good • Heightened teacher freedom • No accountability 	<ul style="list-style-type: none"> • Mistrust • Anxieties with accountability • Intimidation 	<ul style="list-style-type: none"> • New Superintendent who focuses on accountability
Marie	<ul style="list-style-type: none"> • Staff divided 	<ul style="list-style-type: none"> • Cohesive 	<ul style="list-style-type: none"> • Collaborative Leadership Style
Michelle	<ul style="list-style-type: none"> • Great place to be • Stable • Tight group • High teacher expectation • High student achievement 	<ul style="list-style-type: none"> • Improved • Decrease parental involvement • Change in student demographics 	<ul style="list-style-type: none"> • Key Retirements • Hired enthusiastic younger teachers • Economy
Patty	<ul style="list-style-type: none"> • Positive • Team-oriented 	<ul style="list-style-type: none"> • Same 	<ul style="list-style-type: none"> • Similar leadership as predecessor
Shawna	<ul style="list-style-type: none"> • Very professional • Family-oriented 	<ul style="list-style-type: none"> • Same 	<ul style="list-style-type: none"> • Similar leadership as predecessor

Table 12 (continued)

Sophie	<ul style="list-style-type: none"> • Positive • Too much teacher autonomy 	<ul style="list-style-type: none"> • Split between pro and con for more structure 	<ul style="list-style-type: none"> • Shared Leadership Style
Tiffany	<ul style="list-style-type: none"> • Toxic • Unhappy with leadership 	<ul style="list-style-type: none"> • Comfortable • Open • Warm 	<ul style="list-style-type: none"> • Relational Leadership Style
Wendy	<ul style="list-style-type: none"> • Well-managed • High standards for teachers • Fear of confrontation 	<ul style="list-style-type: none"> • Comfortable expressing opinions and suggestions • Collaborative 	<ul style="list-style-type: none"> • Collaborative Leadership Style • Social gatherings

Question 14: After becoming the principal, describe the type of professional relationships you have/had with your subordinates that were once your colleagues.

Denise

Denise's professional relationships have evolved throughout the years. Many of which have remained the same since being the school's Safety Facilitator. She still tries to collaborate with teachers as much as possible but admits that there have been more directives coming from district office than in previous years which impedes her collaboration efforts. Additionally, there are one or two "nay-sayers" in her building who make it difficult for the school climate to be completely cohesive. She is concerned that their pessimistic attitude will become contagious and spread throughout the school. She believes her school is most susceptible to this negativity at this time because of the economic deprivation of the district which has already had an adverse effect on staff morale. These "negative" teachers are very influential on the other staff members and

she is concerned with the impact their views will have on other teachers' attitudes and their commitment to their job.

Gabrielle

"It really helps that I didn't have those intimate relationships because... it was easy for me to come in and step into a position of leadership when I wasn't (friends)," said Gabrielle when asked about the current state of her professional relationship with her subordinates that were once her colleagues. Now that she is the principal, teachers expect her to solve all their problems. She likes talking issues out with teachers but she prefers for them to activate their own problem solving skills since they are the ones most heavily affected by decisions that are made.

Immediately after accepting the principalship, she was confronted with her first issue. Teachers were in a dispute over a classroom and the acting principal had referred them to Gabrielle to settle the dispute. First, she contacted Human Resources to see if she was even able to make such a decision since her contract did not go into effect for months. She was advised to talk to the acting principal and for them to resolve the issue together which she did. She then met with both teachers to discuss their shared decision along with their rationale which was actually unfavorable for the teacher that she was more on friendly terms with in comparison with the other. She said, "I think that gave me a lot of creditability because I did not take her side."

Jada

Jada believes that her professional relationship has strengthened with her subordinates. She has improved her ability to work in larger groups and communicate

effectively. The trusting between Jada and her staff has increased. She stated, “I have teachers that come in if they are steamed about something or if they have something on their minds... It is really an open door, come and sit down, talk things over, (and) come up with a plan kind of atmosphere.”

Kimberly

As the elementary music teacher, Kimberly built better relationships with her colleagues because they were who she hung out with socially. She feels a greater sense of trust and respect from the elementary teachers because she was “one of them” than from the junior high teachers. Another difference in her interaction with the two different teams is the predominant leadership style that she has with each group. She believes that the junior high teachers only see the authoritative side of her, while the elementary see a more collaborative style.

Kimberly has noticed a difference in her interaction with teachers according to their age and years of experience. Younger teachers, and those hired around the same time as she, tend to respect her more professionally than seasoned teachers. She cited, “I had one teacher tell me I would never be able to walk in her shoes because she had been teaching for 30 years and I was just a music teacher and I don’t know anything about teaching.”

Marie

According to Marie,

There honestly are not a lot of people here that I feel that I have to play the role of being someone’s boss. It’s not the climate or the culture

here. Everyone has a job to do and everybody does it. My job isn't any more important or less important than anybody else's. It's not any harder than anybody else's. It's different.

Marie feels as though the professional relationships that she established with her former colleagues have remained similar after her principalship. She has more of a supervisor/subordinate relationship with her former colleagues that she did not collaborate with while she was a teacher because they were at different grade levels. She still collaborates with her former grade level team and together they make group decisions. The only exception to her collegial relationships is her once dear friend that had performance issues that could not be ignored. Marie simply could not supervise her effectively because the teacher/friend would not take criticism or negative feedback from her new supervisor. Eventually, the teacher was transferred to another building in the district. She stated that the transfer "solved the immediate problem of (her) not being able to be her supervisor." She admitted that she could not be her supervisor and address the performance issues.

Michelle

Many of Michelle's former colleagues have retired by the time of this interview. Prior to their retirement, she had gotten to know most of their personalities and their background. This helped her become a more empathic leader. Teachers had gotten to know her as well so they felt comfortable sharing with her personal stories. Michelle said, "I think we still had a good relationship but (they) also were respectful knowing that I was now (their) superior, knowing now that I would evaluate."

Michelle recalls a particular former female colleague that was an avid naysayer. Visitors to the building, including the Superintendent and district office staff were often awe stricken by comments that this teacher would say publicly. Having worked with her as a teacher, Michelle realized that this was her personality and not a personal attack on her leadership. Michelle believes that a leader new to the school would not have handled that particular teacher with as much dignity as she had shown her.

Patty

Patty described her relationship with her staff as still being “very professional.” She stated, “They realized my authority without me having to stick my authority in their faces. They also know that I have to answer to the people above me and they have never jeopardized that in anyway. It is not like they leave early or they come in late... the do not push that. It is a very professional relationship

Shawna

Now that Shawna is the principal, she interacts more professionally with her staff. She no longer visits classrooms to compare notes or share a little joke about a meaningless topic. It is businesslike without the teachers taking it personally. If she has to reprimand anyone, then she does so privately in her office. If the teacher wants to discuss it socially later, they can; but she makes a point to have conversations that are grounded in her observations or any other objective means.

Sophie

Sophie has been able to maintain and strengthen ties with the teachers that she had worked more closely with when she was their colleague. These are the teachers that are

more active in leadership teams and come in her office to have professional conversations. These are her “go-to people” because she tends to have more positive interactions with them now that she is the principal. Teachers that Sophie had a “superficial” relationship with thought they would have the same laissez-faire leadership as before but under a different name. She stated, “My difficulty in transitioning have not been with the people that knew me well; it was the people that thought they knew me well and they thought it was going to be previous leadership, under a different name; that the autonomy was still going to be there... And it was those people that struggled with the initial transition.”

Tiffany

Tiffany believes that her relationship with teachers is “very collaborative” and the teachers are “very empowered.” She stated, “I am not a top-down kind of person. I am very collaborative in that I empower the teachers because that was the one thing that I felt I (did) not have, power. So I empower them to be part of the decision making process.” The only consequence to empowering the teachers is that sometimes they feel as though they have more power than even Tiffany, especially in top down decisions that were passed to her. In cases that teacher input is not an option, she allows them to first express their opinion but then explains to them the rationale for her unpopular decision.

Wendy

No one has worked at the school longer than Wendy has. Her former colleagues either started working at the school when she did or she mentored them after they were

hired. Either way, she has grown professionally with them all. The professional relationships that she established with all her former colleagues have remained intact.

The “Professional Relationship” chart (see Table 13) illustrates the professional relationship the participants’ shared before and after becoming the principal.

Table 13

Professional Relationships

Name	Professional Relationship Before Becoming Principal	Professional Relationship After Becoming the Principal
Denise	<ul style="list-style-type: none"> • Felt disrespected by colleagues as a classroom teacher • Introvert • Cooperative and supportive as a Safety Facilitator 	<ul style="list-style-type: none"> • Collaborative • Dictatorship if influenced by district office • Influenced by the economic status of district
Gabrielle	<ul style="list-style-type: none"> • Friendly, open, and collaborative • Teachers seek her for support • Mutual respect 	<ul style="list-style-type: none"> • Problem-solver • Influenced to solve own problem
Jada	<ul style="list-style-type: none"> • Collaborative • Teamwork 	<ul style="list-style-type: none"> • Strengthened Professionally • Improved whole staff collaboration • Communicate effectively • Building trust
Kimberly	<ul style="list-style-type: none"> • Collaborate to create cross circular lesson • Respected 	<ul style="list-style-type: none"> • Greater sense of trust and respect from Elementary teachers • More authoritative with Junior High

Table 13 (continued)

Marie	<ul style="list-style-type: none"> • Staff was divided • Worked well with people that she was close to • Stayed away from people that were “unprofessional” 	<ul style="list-style-type: none"> • Collaborative • Superior/subordinate relationship with colleagues that she never collaborated with as a teacher
Michelle	<ul style="list-style-type: none"> • Worked on various committees • Organizer and hard worker • Knew everyone 	<ul style="list-style-type: none"> • Empathic Leadership • Respectful • Knowledgeable of staff
Patty	<ul style="list-style-type: none"> • Teacher leader • Modeled lessons and coached teaching strategies • Avoided “Black clouds” 	<ul style="list-style-type: none"> • “Very professional” • Respectful of authority
Shawna	<ul style="list-style-type: none"> • “Very professional” • Worked together for student success • Shared ideas • Mutual understanding • Mentor to new teachers 	<ul style="list-style-type: none"> • “More professional” • Businesslike • Respectful • Objective standards
Sophie	<ul style="list-style-type: none"> • Teacher leader • “Data geek” – Resource for teachers • “Solid” • Mutual respect 	<ul style="list-style-type: none"> • Ties have been strengthened • Teachers struggled with new leadership style
Tiffany	<ul style="list-style-type: none"> • No collaboration • Set own standards 	<ul style="list-style-type: none"> • Collaborative • Empower teachers • Sometimes, some teachers over empowered
Wendy	<ul style="list-style-type: none"> • “Good relationship” • Mentor new teachers 	<ul style="list-style-type: none"> • Grown professionally together

Question 15: After becoming the principal, describe the type of social relationships you have/had with your subordinates that were once your colleagues.

Denise

Since becoming the principal, Denise has become more social with her staff. She works with the social committee each month to designate a place for staff to go after work to “socialize and have a good time.” This was especially powerful in addressing the need to uplift staff morale last year when teacher contracts were being negotiated. Equally as powerful is the growth that Denise has made in working interdependently. She has traded her introverted nature for a more outgoing disposition. Denise stated, “Now teachers see a side of me that they did not see when I was a teacher in terms of socializing and having fun...”

Gabrielle

Gabrielle confessed that she still has not developed those intimate relationships with her subordinates, but she has become considerably more social. She now gets together with teachers after work for happy hour at local restaurants occasionally. She only stays for about half an hour but it is important for her to at least show up and show her support. Also, she attends the yearly Christmas party that is held at a teacher’s house. But in a change of events, she hosts a back to school picnic at her home which she invites the entire school staff. She believes this is most appropriate in her role to build trusting relationships that are fostered in a non-threatening environment.

Jada

Jada was unable to identify a noticeable difference in her social relationships with her subordinates. She still receives invitations to join them after work for dinner at a local restaurant and will attend if there is a large group attending. Because of the large population of her staff, Jada prefers to maintain healthy boundaries with employees by only attending group outings and avoid individual or personal social contact. Now that she is the principal, she cannot leave at the same time the rest of her staff leaves. Her busy schedule does not allow her the freedom to join them as often as she would like.

Internet networking sites such as Facebook are another form of social interaction that she participates in with her staff. She will never send them a request to “Friend” her but will accept their request of her. She is very conscientious of what she posts online because she is aware of the dangers of posting inappropriate material can have on her career.

Kimberly

Up until last year, Kimberly had a good teacher friend that she prayed with after school, did different things with, and had personal conversations. That friendship has since been compromised because the teacher did not agree with a decision that Kimberly felt was in the best interest of the students.

Kimberly stated, “You can’t build trust with anyone if you are...administrator/teachers. It’s hard to build trust if you don’t have personal interest in people so you have to care about them as a person.” Although she believes that she has earned their trust as a friend, the teachers have chosen to dissolve any intimate friendships. They only see her

as the principal now. She does exchange pleasantries with teachers but she has even limited going into the lunchroom, which she used to value because of the silent treatment that occurs. Invitations to parties, dinner and lunch have since ceased. Kimberly stated, “So how my role has changed and how my friendships have changed, I have no friends at school.... I am part of the group that they exclude.”

Marie

Marie had established a close relationship with one of her female colleagues. They had shared many personal moments together including the teacher attending her daughter’s wedding. However, when she had a conversation about her pervasive ongoing performance issues, the teacher did not acknowledge those behaviors existed and did not “hear” Marie. Eventually, Marie wanted to do what she thought would salvage the relationship so she made a decision to transfer her to another building. When the teacher learned of the transfer, she perceived it as an act of betrayal. Since then, the relationship has remained cordial, but the depth of the friendship will never return.

Marie was a primary teacher and then the primary center director. After the school district restructured, her building only serviced third and fourth grade only and most of her primary team was transferred to another building in the district. With the exception of the teacher that was transferred from her building, Marie has not had to deal with negative performance issues which she believes contributes to the positive climate of the school. She commented,

By virtue of my job, it is not a good idea to become very good personal friends with people that you employ. But those relationships do

happen and they evolved over time. There are one or two people here who yes I am their supervisor but I am also a very close friend. I think the reason that those relationships work is because there is an underlying respect for what it is that we do and an understanding that there are simply things that I cannot talk about and they are just off the table.

Michelle

Michelle still engages in social outings with her staff. For example, she attends the holiday party each year along with her husband. Since she had already included her husband in social events, he had gotten to meet other husbands. Now he is equally as excited to participate in social events because he knows most of the staff too. She stated, “It was good for my husband too because he knew some spouses. It was not like ‘Oh, she is dragging me to this Christmas party’ because he already had relationships with people too. I think that also made it easier (to have social relationships).”

Patty

Patty maintains that the social relationships have remained about the same. Her conversations with her subordinates are limited to cordial pleasantries about each other children. The monthly outings that were once a tradition have since been eliminated because everyone was not participating and it began to be just Patty and older staff members. She does occasionally go out with the older crowd. The younger teachers live too far or have younger children and cannot participate in after school social events.

Shawna

Shawna still enjoys going out after work to socialize with her former colleagues. She receives invitations regularly to attend personal events such as birthday parties, weddings, and showers which she makes every effort to attend as many events as possible. She maintains that they do not extend these invitations because she is the boss but because they consider her a friend and enjoy socializing with her.

Shawna has established a closer bond with a few teachers that were her former colleagues. She tends to be more relaxed with them and do more intimate activities with them such as movies and having drinks on the weekend. According to her, “(If) somebody’s family member is having a party around the holidays, we will extend the invitation to each other. I will come and they will say, ‘this is my friend and plus my boss.’ They acknowledge me both ways.” Shawna describes it as “just good friends having a good time.”

Sophie

The friendships Sophie has chosen to invest her limited time in are with other administrators in the district because she believes that to be more appropriate socially, as well as professionally. Sophie has established boundaries for socializing with her employees. She stated,

I do not want there to be a misconception of favorites or anybody has an ‘in’ because I knew them in a different way prior. I really do not socialize outside of school unless it is a school function... I am very careful to do that because I think it sends the wrong message if I do not

and it is not hard to do because I am always so busy... The friendships (that) I actually go out when I have the time, which is even less now that I am an administrator, would be with other administrators.

Tiffany

Tiffany makes an effort to attend the social functions that her subordinates invite her to but realizes that sometimes teachers need to just go out and enjoy themselves without having to worry about her presence. She stated, "I am much more select in that I know that in my role as the principal those lines can be blurred and if we are out socially, something I say or do might impact them professionally." She still has a small core group of people that she socializes with because they spend so much time together at work. Since it is a small community, she prefers to socialize with them outside of the community.

Initially, teachers accused her of showing favoritism towards her small core group of friends because she saw them the most professionally and socially. She admits that she "heard them more" but she did not always agree with them. She favors those relationships because they are more upfront and forthcoming with her. Since they are more likely to come directly to her if they have concerns than other teachers, she trusts them.

Wendy

During her interview for the principalship, the question of her ability to manage people and maintain the respect of people that she had social relationships with was asked. She was convinced that she would be able to successfully balance her new role as

a principal and maintain her social relationships without affecting the academic environment.

When Wendy was a classroom teacher, she and a few other female teachers started vacationing together each year. She continued with this tradition for a couple of years after becoming the principal. Other teachers began to publicly express their disapproval of her vacationing with select teachers which caused the vacations to cease.

After the accusations of her showing favoritism became overwhelming, Wendy made a decision to relinquish some of her friendships. According to her,

It actually became a racial problem because the individuals I hung (out) with were African American and the Caucasian teachers felt that I was showing special treatment to the African American females of the building. But I hang with black people; I am African American; that is who I hang with and that is who I go on vacations with... It just made it seem like I was not supposed to hang with any racial group because I am the principal. If I hung with the black people then I was isolating the White people so I would hang out with both groups; it (still) did not matter. I think the female Caucasian teachers felt left out.

She began considering the other teachers' perspective. It was not an easy decision for her to make but she knew relinquishing those friendships would be best for the morale of the school.

The “Pre/Post Social Relationships” chart (see Table 14) illustrates the comparison between the social relationship that the participants shared with their subordinates before and after they became the principal.

Table 14

Pre/Post Social Relationships

Name	Social Relationship Before Becoming the Principal	Social Relationship After Becoming the Principal
Denise	<ul style="list-style-type: none"> • Basically non-existent • No socialization • Colleagues were unfriendly • Felt withdrawn and isolated 	<ul style="list-style-type: none"> • Socialize after school • Works with the social committee • More outgoing disposition
Gabrielle	<ul style="list-style-type: none"> • Friendly but never intimate • Shared lunch with teachers on student half days • Declined invitations from colleagues to attend special events • Motherhood responsibilities took precedence over socializing 	<ul style="list-style-type: none"> • Considerably more social • Joins employees in social events • Hosts a “Back to School” Picnic yearly
Jada	<ul style="list-style-type: none"> • Congenial • Small group activities • Not intimate 	<ul style="list-style-type: none"> • Attends large group outings • Maintains healthy boundaries with employees • Accepts “Friends” on Facebook
Kimberly	<ul style="list-style-type: none"> • Very friendly • Regularly shared lunch and dinner • Ate in lunchroom to build social relationships • Daily prayer with a colleague 	<ul style="list-style-type: none"> • Teachers chose to dissolve friendships • Invitations to social events ceased
Marie	<ul style="list-style-type: none"> • Shared many commonalities • Engaged in couple/family activities • Children played together and attended same day care • Personal friends 	<ul style="list-style-type: none"> • Have few “close” friends • Maintaining confidentiality is priority

Table 14 (continued)

Michelle	<ul style="list-style-type: none"> • Hosted showers for colleagues • Frequented each other home • Engaged in outings that included spouses and children • Tightest bond with grade level teammates 	<ul style="list-style-type: none"> • Engages in social outings • Attends holiday parties with husband
Patty	<ul style="list-style-type: none"> • No intimate friendships with classroom teachers • Friendly with retired staff including previous principal • Motherhood responsibilities took precedence over socializing 	<ul style="list-style-type: none"> • Cordial pleasantries • Occasional outings with older staff members
Shawna	<ul style="list-style-type: none"> • Close-knit • Family-like • Friday after work outings • Celebrate birthdays and other milestones together • Personal friends • Included children in outings 	<ul style="list-style-type: none"> • Socialize after school • More intimate activities • Attends personal events (e.g., birthday parties, weddings) • One on one activities (e.g., movies and cocktails) • On first name basis
Sophie	<ul style="list-style-type: none"> • Friendly • Family took precedence 	<ul style="list-style-type: none"> • School functions only • Prefers to socialize with other administrators
Tiffany	<ul style="list-style-type: none"> • Friendships with certified staff who were not classroom teachers • Shared commonalities • No friendships established with classroom teachers 	<ul style="list-style-type: none"> • Participates in social outings with whole staff • Socializes with a small core group outside of school-wide outings • Trusting relationship with small core group
Wendy	<ul style="list-style-type: none"> • Hosted gatherings at her home to socialize and network • All invited faculty invited but the same select few attended consistently 	<ul style="list-style-type: none"> • Socialization with smaller groups ceased • Socialize school-wide only

Question 16: Describe the preparation that you may have made in regards to working with staff in anticipation of your role change.

Denise

Denise was offered the principalship position four months after receiving her administrative certificate. She does not recall having any time to anticipate her new role. She commented,

By the time August came around, ‘here are the keys. Do your job.’

It was like baptism by fire; going through an Administrative program, it does not prepare you to be a principal... My first year was really horrible.

I think I cried every day when I went home. I put up a good front; they did not know. My first year, a teacher allegedly slapped a student. I received calls from Channel 9 and Channel 2.

In retrospect, she would have liked to have had a mentor to help her adapt to her new role. Her predecessor had become the new Superintendent of the district and had limited time to assist her with the details of day to day operations. She accredits familiarity of the school, staff, and district as to why she was able to perform well at her job. Reflecting on that time Denise stated, “I don’t think I could have done it any other place but here. I think my saving grace was...I knew the teachers. I knew the students. I knew the routine and so there was not much as a principal that I was coming in changing in my first year. ”

Gabrielle

Gabrielle began preparing for the principalship during her internship experience. Although her current school was her home school when she was in her preparation program, she felt that she would have a richer experience if she completed her internship under the tutelage of another female principal in the same district who she highly respected and admired. Gabrielle refers to her internship supervisor as a good friend and a mentor. Her mentor gave her sound advice and prepared her for life as a principal by introducing her to the procedures of the district.

Jada

Jada had intentions on teaching special education for at least another ten years before becoming an administrator. Those plans changed soon after she finished her Master's Degree and an administration position opened in her district. She was approached by several Central Office staff that encouraged her to apply for the position. According to Jada, everything occurred so quickly that she did not have time to anticipate her new role. By the time she was offered the position, it was already mid-summer and she was busily preparing for her new role.

Kimberly

Kimberly felt that she was a good listener but needed to learn more about the collaborative process. She began reading popular books on leadership and facilitating productive meetings. Also, she had a mentor at a neighboring district that offered her support as she transitioned into her new role. But most importantly, when she was offered the position in February for the following school year, she started to minimize

socialization with her colleagues so that she could make a distinction between teacher and principal. In retrospect she wonders if that ruined friendships but she knew it was something that she had to do to create boundaries.

Marie

It was important to Marie to know all her staff; therefore she invited all the teachers to the school over the summer to have an one-on-one conversation with her about their perception of how things were going in the building and what they thought she should know. Knowing that her team would need some support with building a sense of community, she planned team building activities that would help everyone get to know one another.

Michelle

Prior to the former principal moving to the district office, she had led the school for 18 years. When Michelle became the principal, she tried to make the transition for her as smooth as possible by including her in several of aspects of operating the school. Michelle said, “She had me come in during the end of the year for field day, she had me come in for PTA, she had me come and meet the kids... So she had really helped in my preparation to start to work with staff.”

The summer before she became the principal, Michelle sent a postcard to the entire staff asking what they love about the school, what they should keep, and what they should change. She gathered all that information to make critical decisions throughout her first year. That summer she also hosted two social events at her home for all staff. The first event was an ice cream social and they could bring their children. The other

event was just for the adults. She wanted the staff that may not have been as familiar with her to get to know her too.

Patty

Patty was hired in November but did not take over until August. She used that time to learn from the principal as much as she could. She said,

I followed (her) everywhere. She gave me release time here and took me over there and taught me about the little people because I did not know anything about Pre-K. So she taught me about the grant and how those classrooms are run... She showed me everything. This is the form we fill out when we retain a student. This is the form we fill out when we make a deposit in the bank. She held my hand from November through the end of May.

Shawna

Shawna knew that her former principal would be retiring in the upcoming years and was encouraged to get the certification that she needed to take over the school. She had already demonstrated strong leadership skills and an unflinching dedication to the school district so she was groomed for the position. As early as her taking classes to get her degree and certification, she was asked to take on more responsibilities that would give her the experience that she needed to run the school. She even received help with completing classes by other teachers and her former principal. She was destined to be the school leader.

Sophie

The summer before Sophie started as the principal; she required every teacher and paraprofessional in the building to meet with her to discuss their expectations and hopes of her. She also extended an invitation to parents which a few accepted that offer. She inquired about what they wanted to preserve, their biggest fear in this transition, and what they wanted to make sure that she knew. This turned out to be very informative for her because many people were candid about their concerns. What she received from that experience was that there was a wide range of priorities from her stakeholders that were all valid.

What concerned Sophie most was not the transition from teacher to principal at the school and being respected by her now subordinates; but rather it was making the transition from teacher to principal among her new principal colleagues. It was important to Sophie that they accepted her not as a teacher but now as a peer. Many of the principals had been in the district for years so she decided to invite them to her school to have open conversations about her role in the district and how they can support one another as colleagues. She also used that opportunity to solicit advice as to how to be an effective leader in the district.

Tiffany

After earning her certification in School Administration, Tiffany was hired to function as the assistant principal part-time and the PE teacher part-time. The principal that she served under had been abruptly removed by the Superintendent so the school was in a transition phase as they searched for an administrator that could fulfill the needs of

the school, district, and community. She had planned to slowly transition into the principalship under the leadership of the interim principals. She recalled her first day in charge of the building,

It was a Monday and our principal of the building got hurt and had to be taken to the hospital by ambulance... and we find out that she would probably be out for 6 weeks. The Superintendent says, 'get a sub to cover your classes. You are going to be the administrator'... Tuesday, I am on my way to work and my husband called and he (said) 'there's something going on'... But I did not listen to him. As the day got started, 9-11 was my first day in charge of the building. I think that was like my baptism by fire because I could lead the building through that difficult day, it was like instant respect.

As Tiffany reflected on her ability to effectively manage the school during a crisis, she realized that there was no way to prepare for a day like 9-11. She remained calm and level-headed through it all. She gained the respect of her superiors and subordinates. What her subordinates do not know is that while she maintained a solid and secure exterior for the sake the teachers, she cried all the way home.

Wendy

Wendy had taken on several teacher leadership positions prior to becoming a principal. This slowly introduced her to the role of principal. Her first priority as the new building leader was to strengthen the level of trust and collaboration in the building. She began to do more social outings and included the entire staff. She would solicit their

ideas for places and suggestions for dates. She then would organize it and pay for the food. As a result, teachers felt more appreciated. She stated, “They socialized with each other, they talk and teachers realize as they collaborate with each other outside the atmosphere they really enjoyed themselves.”

Below is the “Preparation for Principalship” chart (see Table 15) which illustrates the preparation that the principals made in regards to working with staff in anticipation of their new role.

Table 15

Preparation for Principalship

Name	Preparations for Principalship
Denise	<ul style="list-style-type: none"> • Relied on familiarity of students, staff, and the district
Gabrielle	<ul style="list-style-type: none"> • Strategic internship process with a female administrator in the district • Mentoring
Jada	<ul style="list-style-type: none"> • None
Kim	<ul style="list-style-type: none"> • Read books on collaborative leadership • Mentoring • Minimized socialization
Marie	<ul style="list-style-type: none"> • One on one conversations with staff • Team building activities
Michelle	<ul style="list-style-type: none"> • Trained by predecessor • Sent mailings to staff to gather information • Hosted two social events
Patty	<ul style="list-style-type: none"> • Trained by predecessor
Shawna	<ul style="list-style-type: none"> • Groomed by principal for position
Sophie	<ul style="list-style-type: none"> • One on one conversations with all stakeholders • Solicited advice from other administrators in the district
Tiffany	<ul style="list-style-type: none"> • None
Wendy	<ul style="list-style-type: none"> • Assumed teacher leader responsibilities • Social events with entire staff

Question 17: Has the role change from colleague to superior affected previously established friendships? If so, how?

Denise

While Denise has not established intimate friendships, her role change has allowed her to be friendlier with her staff. She chooses to partake in social outings which she had never done as a teacher in her school. She stated, “Especially last year when they were going through contracts so it helped break up the monotony too and they saw a side that they did not see when I as a teacher in terms of socializing and having fun.” Since becoming a principal, she has established friendships with a few employees. Denise commented, “I do have people, maybe two or three that I now call friends; we do talk and associate outside of the school day.”

Gabrielle

Gabrielle had not established friendships with her colleagues prior to becoming a principal; therefore, there were no changes after becoming the principal. She stated, “We were still friendly with each other but I never developed those intimate relationships.”

Jada

When asked if her role change has affected previously established friendships, Jada responded, “I would like to say no but would be interested to hear what people have to say.” Jada believes that her former colleagues are more forthcoming and honest with her because they are more invested in the climate of the school. She appreciates having those relationships because they keep her grounded and give her much needed unfiltered feedback.

When asked if she ever had to discipline a former colleague, Jada recalled having to do so. She says whenever addressing any issues that she prefers not to wait until the evaluation. Depending on the severity of the issue, it may be revisited in the evaluation but she always invites the teacher to come and discuss whatever the issue is ahead of time to give the teacher an opportunity to correct it early. She prides herself on being open and honest in these conversations usually eliciting a non-defensive response and agreeable response. The purpose of these “sit-downs” is to make the problem explicit and commit to resolutions that will address the issue appropriately.

Jada confessed that she has experienced anxieties with disciplining former colleagues in the past. She usually addresses these anxieties by remembering that all her efforts are rooted in what is best for the students. She stated,

If I have to fix something or change something and it might hurt a relationship I have with a person or somebody who is a friend... I just always have the rule what's best for the child and then the grown-ups are going to have to figure it out.

Kimberly

The inclination at work is to talk about things that are happening at work and they don't want me to know, they don't know if I'm going to go back to (the Superintendent)... I think that they can't trust (me)... They don't want to put themselves in any type of jeopardy for their attitudes, opinions, or otherwise either because I knew about something and now I shared it.

Kimberly shared the aforementioned statement as she reflected on how her friendships have been negatively impacted by her role as principal. With trust being a major ingredient to any friendship, as well as the freedom to be you, teachers have opted to choose job security over maintaining a friendship with their superior.

Marie

The professional role change for Marie did have an effect on her social relationship with her subordinates. In most incidences, the relationships either became stronger or they became different. One of her friendships was with her recently retired assistant principal. Since she was a part of her administrative team, they worked well together because they shared the same work values and vision for the school. They were partners running the building together. They were able to have conversations that she could not have with other friends because of confidentiality issues. On the contrary, there were conversations that she could not discuss with her other friends that are now her subordinates. This has caused her to have less work-related conversations with them in a social setting.

Michelle

Michelle had established a good friendship with her grade level colleague. After Michelle left the district for a few years to teach in another district, that friendship had begun to taper off because they no longer saw each other daily. Upon her return, the friendship had rekindled but it was never quite as intimate. Michelle always felt respected by her former colleague but their personal lives had changed. The

reestablishment of their friendship had been more a result of seeing her each other again daily then for any other reason.

Patty

Patty had not established any friendships prior to becoming a principal at her current school. Even after becoming the principal, she chose not to befriend any of her employees. She stated, “(The teachers) know where the line is and they respect it.”

Shawna

Shawna’s friendships have not been affected by her role change. She continues to have a good social relationship with her former colleagues which she contributes to her ability to separate business from pleasure. She stated, “Honestly it has not been affected because they know me and I have always been about business. I have always been very honest. I have been very direct so they know my personality.”

Sophie

When questioned about the affect her role had on previous established relationships, Sophie responded,

I do not see that it has. Because of the time that I did not have before, the friendships we had were mostly work based and about work and really has not changed. I have seen student teachers. I have seen (teachers) get married. I have seen (teachers) have babies. I have seen (teachers) bury their parents. I have been through lots of life’s milestones with a lot of these people and those are the kinds of bonds that stick.

Tiffany

Tiffany had established friendships with only a few colleagues. Those friendships have not only been sustained throughout the years, but they have grown stronger now that she is the principal. One of her friends had quit for seven years to raise her family. At the time of her departure, they both were commiserating about the horrible principal. Upon her return, Tiffany was the principal and consequently her boss. This was awkward for them at first but they have managed to transition past those feelings. Tiffany said, “It is interesting to have her in the building and she is always the one to let me know when I am messing up. She does not hesitate. We need those critical friends that will just say, ‘Seriously, what were you thinking’ and she is one of those people.”

Wendy

Quite a few people were hurt when Wendy decided to relinquish her friendships, especially herself. She minimized the amount of time that she spent with her colleagues outside of school in response to the negative feedback that she received from other teachers or only participated in activities that involved the entire staff. She stated,

At first it bothered me because I thought I should not have had to do that especially when everything was going well. It was not interfering with the academic environment, with student success. But in the long run, I do understand that it was a decision that I had to make and I knew I had to do it and I am glad I did because I can definitely see my perspective of it but then, there may be a teacher whose perspective is much different of that relationship and it started to show and I started to hear things.

The “Effects of Role Change” chart (see Table 16) below illustrates the participants’ description of the affect their role change had any established friendships.

Table 16

Effect of Role Change

Name	Friendship Established Pre-Principalship	Friendship Established Post-Principalship	Effect Role Change had on Friendships
Denise	No	Yes	<ul style="list-style-type: none"> • More friendlier • Socialize more often
Gabrielle	No	No	<ul style="list-style-type: none"> • Unaffected
Jada	Yes	Yes	<ul style="list-style-type: none"> • Friends are more forthcoming and honest • Anxieties with disciplining former colleagues
Kimberly	Yes	No	<ul style="list-style-type: none"> • Broken trust • Teachers felt threatened to be themselves
Marie	Yes	Yes	<ul style="list-style-type: none"> • Reduced work-related conversations • Strengthened with the Assistant Principal because of the ability to share more information
Michelle	Yes	Yes	<ul style="list-style-type: none"> • Less intimate
Patty	No	No	<ul style="list-style-type: none"> • Unaffected
Shawna	Yes	Yes	<ul style="list-style-type: none"> • Unaffected
Sophie	No	No	<ul style="list-style-type: none"> • Unaffected
Tiffany	Yes	Yes	<ul style="list-style-type: none"> • Stronger • Trusting/Honest
Wendy	Yes	No	<ul style="list-style-type: none"> • Accusations of favoritism • Racial tensions

Question 18 & 19: Since becoming a principal, what has changed and/or remained the same as it relates to your interaction with your female staff?

Denise

The majority of the staff at Denise's school is female even though she does wish that she had more males to serve as role models for the male students. Her main concern with her female staff is their "cattiness." She describes cattiness as knick picking, gossiping, and having a negative attitude towards others. Those characteristics seem to bother her the most and she tries to avoid them as much as possible. However, she is not afraid to have the difficult conversations with teachers when she believes that their cattiness is having an adverse effect on the climate of the school.

Denise maintains that much has not changed in terms of her interaction with female staff. She contributes this to her situational leadership style that allows her to adapt to any situation that is before her. She stated, "I think my biggest thing is being consistent and fair. I treat people like I want to be treated."

Gabrielle

According to Gabrielle, since becoming the principal she has made more of an effort to make connections with her female teachers than she had as a teacher. She tries to show all her staff "niceties and courtesy" in order to maintain a healthy working environment.

Gabrielle has identified a difference in her interactions with newer versus experienced female teachers. She said, "Teachers in their 20s are very different compared to teachers in their 40s, maybe it is maturity, maybe it is experience." She went

on to explain her struggles in effectively communicating her expectations to them. For example, a younger teacher accused Gabrielle of being “too picky” when she was asked to remind her students to clean up behind themselves before dismissal. Gabrielle said, “(The teacher) did not understand what I was trying to tell her.... So those teachers tend to be a little more standoffish towards me. They only come to me if absolutely necessary.”

Gabrielle believes the transition from working with female staff as a teacher to a leader by nature changes the patterns of interactions. Outside of the niceties and courtesies that has been consistent throughout her career, she had to change to meet the challenges of her position; thereby changing the way that she interacts with her female colleagues. She has had to exert her authority by being more assertive. To balance these changes, she has coupled that with being more social after work hours.

Jada

The biggest change that Jada has seen as it relates to her interaction with female staff members is that she knows more of them better than she did before. Prior to becoming a principal, she limited her interaction to casual greetings as they passed one another in the hallways as a courtesy since they worked in the same building. Now she knows everyone very well because she has had to work with each of them in some type of capacity.

Jada stated, “Being honest with each other and problem solving together (has) remained the same as it’s always been really.” For example, when a friend was dressed inappropriately for work, Jada would have those private conversations with them. Now

she is responsible for leading them and continues to discuss inappropriate wear with teachers, especially younger teachers.

Kimberly

Kimberly tends not to be as open with female staff as she once was. She is a “silly” person but the only people who get to see that fun side of her is the office staff. In an effort to win their respect, she tries to show teachers a more serious side of her. However, she is concerned that if she comes across too forceful, she will be perceived negatively. She is more conscientious of her tone when speaking to people because she has been accused of lacking emotion. She stated, “I care about people and I care about kids but I think that it translate sometimes as cold because I force myself not to react.” She believes women are emotionally charged. Rather they are “flying off the handle or emotionally crying,” female leaders can get consumed by others emotions if they are not aware of it. Her challenge now is trying to find a medium between showing empathy without falling apart.

While Kimberly is guarded with her responses, she continues to be approachable in her everyday demeanor. She says “Good Morning” and “How are you?” to everyone that she sees to open the doors of communication.

Marie

Marie recalled working under the leadership of a female principal that was so “moody” that a person could determine what type of day it would be just by the way that the principal entered the room. Marie learned from that experience that her demeanor can affect the school’s climate. She stated,

...someone will think that because I have a look on my face or because I answer shortly that I am upset with them and it has nothing to do with them.... I have to consciously and constantly check myself and make sure that I am communicating fairly with people in all ways.

Marie describes herself as an “open book” because she struggles with keeping her emotions detached from any interaction. Rather than hide what she is feeling, she explains to whoever she is speaking with that it is not about them. She said that this practice has been instrumental in helping her communicate effectively with her subordinates.

What has not changed for Marie is the compassion and empathy that she shares with her subordinates. The family-like atmosphere that has been the culture of the school has strengthened under her leadership. She stated, “I think that we all care about each other an awful lot and that has not changed... (We have) a family atmosphere here that we all truly care about each other and that comes through in pretty much everything we do.”

Michelle

According to Michelle, “I can still joke with people and laugh and have a good time. Sometimes I feel the stresses that they are and sometimes I need a hug too.” She expressed her interaction with her female staff for the most part as remained the same. She still enjoys socializing with them so if they invite her, she will attend. She went on to say, “I always clear calendars for that and make sure that I can be there because I do not do one and not another. It is rare that I am not somewhere.”

Michelle guards the personal aspect of her life from her female staff now more than she would have if she were still a classroom teacher. For example, she will not create a Facebook account because of the belief that it will harm her career. She wants to get to know her staff on a more personal level but thinks that the sharing of information should not necessarily be reciprocal. She still has conversations with her staff about their personal lives but now they go beyond just knowing the names of the children of her staff or who is going to college. She knows when they are having surgeries or going through a divorce. Her conversations are “deeper with more people” than before. These are all aspects of her own life that she would prefer not to share with her colleagues.

Patty

Teachers share with the principal much of their private life because of the potential effects it will have on their job performance or attendance. Patty said, “I never knew before I was a principal how the principal is really in everybody’s life. When someone’s mom is sick, that person comes and tells the principal. When someone’s husband has cancer, I find out. So I’ve cried with people. That’s something that has changed.”

As a reading coach, Patty was a resource person for the teacher and that has remained the same. Her level of support and assistance has been a constant variable in both her role as colleague and superior.

Shawna

Shawna has an all-female teaching staff. When reflecting on how she interacts differently with females she stated,

(The teachers) look at me as being the leader and knowing everything. They come to me more often to help them; whereas when we were teachers we might go together to the principal. But now I am the principal so they look to me for guidance. In the past, we talked amongst ourselves to try to solve any dilemma we might've had but now I am the one that they look to for being the resource and should know all the answers to help solve the problems.

Having knowledge of her staff and her staff having knowledge of her has remained the same for Shawna. She responded, "We know each other personally and know each other ways. I know what to expect from them and they know what to expect from me."

Sophie

The dynamics of her professional relationship with her colleagues has stayed intact throughout her years of working at her school. She has built a good rapport with her staff. She was labeled and teased as the "data geek," a term of endearment that she still answers to with pride. Her meetings are still professional but not so informal. She tries to infuse fun and energy as she works with her teams.

A noticeable change for Sophie is that her female teachers feel comfortable coming to her for guidance and support. She stated,

People feel comfortable coming to me with their personal issues, things that are affecting them at work, knowing that they can confide in me and I will support them. Also, many of them feel comfortable with

saying, 'I am not good at this. I need help. Can you help me?' So that has changed.

If a teacher is unsure of how to implement a new writing program or have questions about their performance, they know that they can depend on her for leadership and direction. She has built a trusting relationship with her teachers so they feel safe sharing personal information with her. She knows more about teachers' personal lives and deficiencies as the principal than she would ever know as a classroom teacher.

Tiffany

Tiffany has learned to hear with both her head and her heart. The teachers know that they can still come to her if they have any issues or if they need her guidance. According to her, "A lot of women are not willing to show you who they really are until they trust you. So you have to take what they are saying and put it in the context of what they are saying and then look around at everything else to see if this is the real message or is it what they want me to hear." In comparison, men are more straightforward; they do not have a hidden agenda. Having to deal with everybody from the 22 year old that just graduated from college to the 65 year old who is nearing retirement requires an unique ability to deal with a wide range of personality types. Even more challenging is the ability to facilitate collaboration amongst the various age groups and personality types.

Wendy

According to Wendy, "I find that with the African American females there is a lot of jealousy and envy." She cited an example of a hurtful experience that almost

destroyed her building. Last year teacher contracts were being renegotiated which was emotional for everyone involved. Teachers that Wendy had supported throughout their career began publicly announcing that they were mistreated by “administration.” This became an issue because there was never a clear distinction of what was meant by “administration” therefore the assumption throughout the district was that Wendy was the culprit when in fact the teachers were referring to upper administration. Apologies were made after negotiations were complete, but the pain it caused was irreversible.

Wendy has found herself in powerless positions when it came to interacting individually with teachers. They have confided in her that they do not like themselves or that they cannot identify what is causing them to be depressed. Wendy stated,

I found that females who are not in a power position who have a lot of personal issues in their lives, they bring (their issues) to work. They are very challenging to me... Menopause is something... It is a phenomenal thing to me to see someone ten years ago that I worked with who had this wonderful personality and all of a sudden in my office crying every day.

There is a female teacher that highly regards Wendy. She stated, “I do have a female teacher who thinks very highly of me and mirrors a lot of my style and leadership. I want to try to empower this female teacher to find her own identify as a leader... I just think that it is done out of respect.” Even as she tries to empower teachers, the level of respect that she shares with them has remained the same. She stated, “Females are more

reliable and they come to work, and stay late. They get the paperwork turned in on time. Females tend to want to make sure everything is done right and in a certain way.”

Below is the “Female Interactions” chart (see Table 17) which illustrates how participants’ interactions with female staff has changed and/or remained the same.

Question 20: Is there anything that you would have liked to have done differently to prepare yourself for your role ascension to the principalship?

Denise

Denise did not receive any mentoring when she became the principal. She said that she was handed the keys to the building and expected to do the job as it had been done by the previous principal. She remembers her first two years as being the most challenging years in her career. Without any guidance and mentoring, she felt she did not have any clear direction; thereby learning more by trial and error. She did not even know enough to know which questions to ask. She has dubbed those times as being, “the blind leading the blind” and “baptism by fire.”

While she acknowledges that there was no better place for her to begin her career in administration than where she is now, she would have preferred to have opportunities to shadow another principal or build a network of support prior to taking on such a huge responsibility. It was not until last year that Denise began to understand her job and do it with confidence. She is finally able to grow from her managerial role and become more of an instructional leader which she has always struggled to do. She stated,

Table 17

Female Interactions

Name	Remained the Same	Changes
Denise	<ul style="list-style-type: none"> • Consistency and fairness • Treats how she wants to be treated 	<ul style="list-style-type: none"> • Addresses “cattiness”
Gabrielle	<ul style="list-style-type: none"> • Niceties and courtesy to all staff 	<ul style="list-style-type: none"> • Effort to make more personal connections • Struggle with communicating expectations effectively • Exert authority by being assertive • More social
Jada	<ul style="list-style-type: none"> • Honesty • Problem Solving together 	<ul style="list-style-type: none"> • Knowledgeable of more of them
Kimberly	<ul style="list-style-type: none"> • Shares pleasantries • Wants to communicate 	<ul style="list-style-type: none"> • Less open • More serious disposition • Monitors tone
Marie	<ul style="list-style-type: none"> • Compassion and empathy • Family-like atmosphere 	<ul style="list-style-type: none"> • Monitors how she communicates • An “open book”
Michelle	<ul style="list-style-type: none"> • Joke and laugh • Socialize with all 	<ul style="list-style-type: none"> • Guards personal information • Gathers more personal information on staff
Patty	<ul style="list-style-type: none"> • Teachers seek her for support and assistance 	<ul style="list-style-type: none"> • Cries with people • Gathers personal information on staff
Shawna	<ul style="list-style-type: none"> • Personal knowledge of each other • Knows expectations of each 	<ul style="list-style-type: none"> • Look to her for guidance • Teachers expect her to have all the answers
Sophie	<ul style="list-style-type: none"> • “Dynamics” • Teachers depend on her for data • Infuse fun and energy in meetings 	<ul style="list-style-type: none"> • Staff comes to her for guidance and support • Gathers more personal information on staff • Knows teachers’ professional deficiencies
Tiffany	<ul style="list-style-type: none"> • Teachers seek her for guidance 	<ul style="list-style-type: none"> • Hears with “head and heart” • Trusting relationship • Facilitate collaboration between different groups
Wendy	<ul style="list-style-type: none"> • Mutual Respect 	<ul style="list-style-type: none"> • Empower teachers • Deals with teachers’ emotions

My goal this year is to be more of an instructional leader than manager. I am very good at managing... But to be more of that instructional leader and holding them (the teachers) accountable to a point we can make that progress with students and move students where we need to move them academically... That is where I am right now... It took year five for me to be where I should have been at after year one.

Gabrielle

Gabrielle would have loved to have been an assistant principal to better prepare for the role of principal. When asked to elaborate, Gabrielle responded, “Had I been an assistant principal first, I would have seen how a seasoned principal handles things and learned from her... if you start out as an assistant principal, you can really see different scenarios and how it’s handled and how it’s resolved and... know (what) to do when this happens.”

Jada

Although Jada had anticipated waiting several more years before entering administration, she is confident that things happen in a divine order. She hesitantly stated, “Because of the separation of church and state, I should not say this but... it is like the hand of God said you need to do this.” Opportunity presented itself for her to secure a job that she loves, with people that she enjoys working with, and in the district that her own children attended school. She said, “There are headaches sometimes but nothing could have prepared me. Living through it prepares you.”

Kimberly

To better prepare for the principalship, Kimberly would have liked to have learned how to do more team building activities. She stated, “Everybody has their own communication (style) and on a team we all play our roles. I did not have a firm understanding of those types of interactions and understand what they were and how they are characterized... I think that is important and for me I would have love to see that more.” She wishes she had been able to approach people in a way that will elicit a positive response.

Kimberly would have liked to have a richer internship experience. She believes this would have better prepared her for a leadership role by giving her a more hands on approach to the day to day operations of a principal. According to her,

Educational leadership programs have internships but the internships are things that fall outside of the school day (and) they are project driven. They are not driven by the everyday interactions that you have and until you hit some of those everyday interactions... you do not learn that. I would think that you would need some sort of training on dealing with people, especially difficult people because there are not any college classes that teach that. You take all those theories and education classes but they do not teach you how to be a manager. You get the instructional leadership side but the management side is a huge part of a principal’s job and nobody is training you on how to deal when there is someone yelling in your face because they are upset or how not to react.

Marie

Marie started her career in education as a primary school teacher. She was soon promoted to several administrative positions, including serving as the Assistant Principal in another building for two years. Even though she had ample leadership opportunities to work with her colleagues on committees to get work done, Marie maintains that there is no amount of preparation that can be done to prepare for the responsibilities assigned to a principal. She stated,

I do not think anyone is ever prepared for the level of responsibility that is intangible. It is not the list of job responsibilities. It is the way that you feel of being responsible for an entire building of children and teachers and parents and that you walk out every day with that weight on your back and you go to sleep with it at night and you wake up with it in the morning. There is nothing that can prepare you for that and you cannot let yourself think about it too much because if you do, you will be frozen by it and you can't move.

Michelle

Michelle had several leadership experiences and had earned a doctorate degree prior to becoming the principal at her current school. She was an assistant principal, a principal, and an assistant superintendent within another school district before returning to where she began her career in education. With all her experience, training, and education, she still admits that she did not know everything that she needed to prepare for her role as a principal at her current school. She said that this type of understanding

comes with time. Michelle said, “I did not know how important things were. I did not know what I needed to know and you don’t, even though I knew the building, even knew the community, things have changed.”

Patty

When asked if she would have done anything differently to prepare for her role ascension into the principalship Patty stated, “I really do not think that there was anything that could have been done differently or better... It has been very smooth and it worked for me. I think if you ask the staff they would say the same thing.” The support that she received from the former principal ensured that she had a seamless transition into her role.

Shawna

Shawna was groomed for the principalship so there was little else that Shawna could have possibly done to prepare for this role. She had an excellent mentor that taught her everything she could about managing the school. According to Shawna, “(The former principal) saw in me leadership and she’s the one that told me that I needed to go back to school so that I could become an administrator and she helped to guide me. The staff really admired (her) and the greatest compliment that they give to me is when they say that I am very similar to (her).”

Sophie

In order for Sophie to be considered for a principalship in her current district and many of the neighboring districts, she had to have leadership experience. Most districts in her area do not have assistant principal positions so it was difficult for her to get the

experience that she needed to be a principal. She eventually found a district that not only had an assistant principal position, but there were openings for both the assistant principal and principal position. When she interviewed for the assistant principalship, she was told that she was “over qualified” so they hired her as a principal.

In hindsight, Sophie wished that she had been hired as the assistant principal instead of the principal. She would have liked to have watched and learned from an experienced principal. However, at the time she feared that asking for the assistant principalship after she had been offered a principalship would have been “career suicide.” Now she always wonders what would have happened if she had taken a chance and asked.

Tiffany

One day the Superintendent called Tiffany and asked if he could meet with her. The purpose of the meeting was for him to encourage her to obtain her certification in School Administration. He explained to her that many of her peers had praised her for exhibiting good leadership qualities. In her heart, she wanted to become an athletic director so she took his advice and earned her Type 75. Since she works in elementary school district, there are no athletic director positions. However, the school did need consistency in the building because there had been so many changes in leadership for a few years. She assumed that she would get experience as an assistant principal while she continued to teach so she agreed to perform both positions part-time for two years. Three weeks after becoming the assistant principal, the interim principal was hurt leaving Tiffany in charge of the building from that point forward.

There were no mentors in the district to support Tiffany during her catapult into the principalship. A new school was being built in the district so all the principals were being utilized as consultants for designing the new building. For the first two years, Tiffany spent most her time managing the school and the people. It took her time to figure out exactly what she was doing. As she became more confident in her position, she began to evolve into the instructional leader that she is now.

Wendy

Wendy had transitioned from classroom teacher into principal without any other formal leadership experience. She would have preferred to have been an assistant principal first. She stated, “I wish I had the opportunity to not have the responsibility of being the principal but working under someone and growing in that position and seeing things and experiencing things without (being) the principal.” Ideally, she would not had such a high level of accountability while learning a new position but be gradually introduced to each aspect of being a building leader.

The “Preferred Role Preparation” chart (see Table 18) illustrates what participants would have like to have done differently to prepare for their role ascension.

Table 18

Preferred Role Preparation

Name	Preferred Preparation
Denise	<ul style="list-style-type: none"> • Guidance and mentoring • Shadow a principal • Build network of support
Gabrielle	<ul style="list-style-type: none"> • Been an Assistant Principal first
Jada	<ul style="list-style-type: none"> • “Living through it prepares you”
Kimberly	<ul style="list-style-type: none"> • Learned how to facilitate team building activities
Marie	<ul style="list-style-type: none"> • “I do not think anyone is ever prepared for the level of responsibility”
Michelle	<ul style="list-style-type: none"> • Nothing can fully prepare you
Patty	<ul style="list-style-type: none"> • None - Felt prepared
Shawna	<ul style="list-style-type: none"> • None – Felt prepared
Sophie	<ul style="list-style-type: none"> • Been an Assistant Principal first
Tiffany	<ul style="list-style-type: none"> • Been an Assistant Principal first
Wendy	<ul style="list-style-type: none"> • Been an Assistant Principal first

Question 21 & 22: How do you perceive your subordinates view you now that you are the principal? How does this differ from your perception of how they viewed you prior to becoming the principal?

Denise

The one piece of feedback that Denise has been given regularly from her subordinates is that they have seen “growth.” Denise recalls how much anxiety she experienced at the mere thought of public speaking. Now, she is much more confident when speaking in public and the staff has praised her coming out of her shell. To hear the teachers to once doubted her compliment her was important to Denise. She acknowledged, “I have come a long way and I know I have seen that in myself and for them (her staff) to have seen it is just a nice validation as well.”

She believes that many of the teachers only saw one side of her which was the professional, hardworking person. They did not get to see her interact socially nor did she open up herself for intimate relationships. Their perception of her now is that she is friendlier yet firm. She socializes more with her staff because she saw it “as a need” so that she could build “a team mentality” with her staff.

Gabrielle

Gabrielle questions if teachers ever saw her as more than just a teacher. Throughout her years as an ESL teacher, she was viewed as being organized and resourceful but only in a teaching capacity. Now that she is the principal, she thinks that they are learning that she is capable of doing her job and doesn't mind admitting that she makes mistakes as long as she learns from those mistakes.

Gabrielle hopes that her subordinates view her as “fair, equitable and approachable.” She stated, “I try not to play favorites. I try to take everything into consideration. Do I always make the right decisions? No, but I am human. I make mistakes and I do say ‘Look guys, I screwed up. I am sorry.’ I think I’ve learned from my mistakes...”

Jada

Jada perceives that her subordinates that were once her colleagues think of her as the same person that she was as a teacher. However, the younger teachers that she hired may be somewhat intimidated by her especially because of the age gap. She has discovered that after the first year or two, they are no longer afraid of the mistakes that they make because she has put them at ease.

Ironically, Jada's former mentor as a classroom teacher is now in need of professional development. According to Jada, "Some things needed to change with her and it was kind of strangely ironic that it was me (that had to develop her) because she was supposed to be my mentor." Jada believes this teacher to probably be the only teacher that may see a difference in her professionally because of the unique role reversal that they share. This teacher has been responsive to Jada's assistance which has resulted in positive working relationship.

Kimberly

Kimberly is certain that there are mixed emotions from her staff in regards to how they perceive her. She stated,

If I were just over the elementary, I would say that I am in good favor with 99% of the staff and the teachers would tell you that I understand them and that I make informed decisions in the best interest of the kids and teachers. At the junior high, if you were to ask them, at the end of last year they would have told you (I am) a mouthpiece and a dictator and I do not listen to what they want. That was their perception because they tell me what they want and if I do not make that decision that they ultimately asked for, then I am not listening to them. I think it does not mean that I am not listening; it means that what they are telling me does not align with the direction that we are moving. So that is a huge difference.

Kimberly is no longer viewed as friendly now that she is the principal. According to Kimberly, “I try to put on a shell, a little bit of a protective shell for myself so maybe I am not out there as much. Out there meaning I do not put myself out there.” She fears that the shell has been translated as coldness.

Marie

Marie believes that her subordinates view her as a fair person. She does not ask the teachers to do anything that she would not do. Most importantly, she believes that they know that her first priority is the children and doing what is in their best interest.

After her first few years as the principal Marie’s former colleague complimented that she was “born to do this” job. Marie stated, “It is the absolute perfect job for me. I love this job beyond measure.”

Michelle

Michelle’s subordinates knew that she was a hard worker but probably questioned how supportive she could be of them as the principal. She responded, “Hopefully they see me as supportive” when asked how she perceives her subordinates view her as a principal. She may be viewed as a hyper person because she is a hard worker and volunteered frequently in the school and throughout the district. Her subordinates probably questioned how well she would do as a principal so she had to prove to them that she was capable of running the school as efficiently as the previous principal had.

Patty

As the reading coach, there was not much that Patty could do to make the changes that she thought would be a good fit for the school such as the case with teacher assignments. Working individually with the teachers, she knew that the fourth grade teacher would be a better first grade teacher and that the first grade teacher would be an incredible third grade teacher. Now that she can better service the school and make pivotal decisions, she is more supportive of teachers' needs. She stated, "They know I have their back. I have told them that a million times. As long as what (they) do is supportable, I will support (them). (Someone) smack a kid, I cannot support that."

Teachers refer to Patty as a sandwich because they realize that she has people above and below her. She has the state above her giving her mandates that she does not always understand the wisdom behind it. Then she has teachers below her that she is responsible for ensuring implement these mandates. According to Patty, "I think that they are very aware that sometimes I have to ask them to do things that I do not see the wisdom of but this is what they are asking me to do and this what I am going to do and they get that."

Patty stated, "I think that they know my heart is with the kids and all the rest of the stuff just really does not matter and that I expect them to be the same. I think that they view me as someone who cares about the kids and is very supportive of the teachers. They have said to me that they feel very supported by me. The way that I look at it is (they) are on the front lines." Patty agrees that she does what she can to provide teachers with the resources they need to be good at what they do.

Shawna

Shawna believes that her subordinates would describe her as being “fair” and “down-to-earth.” The fact that she has been able to maintain the trust of her subordinates throughout the years suggests to her that she has not let her leadership role go to her head. Shawna’s core has remained the same as the principal as it was as a classroom teacher. According to her,

I am really into treating people fairly and they know that kids come first and parents come first with me. They did as a teacher and even more so as a principal. We would not be in business without our parents and our kids. So I think the way I carry myself, they already knew how it as going to be. I am just not a phony person.

Sophie

The previous principal was an extrovert that was outgoing and enjoyed being around people. While Sophie does not consider herself as being shy, she does prefer to work in smaller groups and digging deeper. The teachers view her as professional but they are still adjusting to her “hands on” leadership style. Some teachers interpret her high visibility as a sign that she does not trust them. She genuinely trusts the teachers but still prefers to participate in all their team and grade level meetings. However, Sophie wants them to understand that she wants to be an active participate in all aspects of the school.

As a teacher, Sophie played to her strengths so no one saw her deficiencies. Now that she is in charge of all aspects of the building, her weaknesses are more visible. For

example, as a classroom teacher her stakeholders were her parents, students and teammates. She was able to work deeper in smaller groups which is her strength. Now her stakeholders include all parents, community members, district office, and more. Even though she visits classrooms to observe instruction, collect data on what type of professional development is needed, or to see what type of support she can provide, she received feedback from a teacher that she was not “warm and fuzzy” with the students during those times. This feedback bothered Sophie because she was there for official business. She believes that she does make time to interact with the children, but not during instructional class time or during a classroom observation.

Tiffany

Tiffany was considered by some of her subordinates as “the lady that taught PE.” As a classroom teacher, she came to work, did her job, and left. She did not socialize. She did not collaborate with her colleagues. She has since evolved into an active participant in all the school’s functions, both professionally and socially. In retrospect, she wishes that she had taken the time to nurture more relationships when she was a classroom teacher. She admitted, “If I had a teacher who was like me, I would be trying to mentor them to become a bigger part of the team.”

According to Tiffany, “I believe that they believe that I have the best interest of everyone at heart. I do believe that they trust me to do what is right (and) to be ethical.” Empowering her teachers has been instrumental in building a mutually respectful professional relationship. They have gone from a voiceless group of teachers functioning independently to an empowered team that thrives on collaboration. Tiffany stated,

There is always that disgruntled person who is going to say that I favor someone else over them. There is always going to be that but I have to know how many people (said) that and how many people are their friends who are saying that. Then if it really is big enough, I do need to learn from that and go back and reestablish those relationships to build a level of trust that we can move forward with.

Wendy

Wendy has a 98% teacher retention rate. Teachers have only left her school due to cut in positions, firing, or for monetary reasons. Teachers generally enjoy working in her building and find it difficult to leave. She believes that their respect for her as a leader is the leading cause of such a high retention rate.

There have not been many changes in how they viewed her as a teacher and as a principal. She has always established a good professional relationship with the staff at her school that was built on a mutual respect. The major complaint expressed by teachers was that of her showing favoritism towards African American females. That complaint deeply troubled her. She admitted, "I think in the long run, it did become a problem, I just did not know it. And when I relinquished (friendships) it became a problem (that) I do not hang out with them anymore. So now I hang out with everybody or not at all."

Below is the "Perceived Subordinates' Perception" chart (see Table 19) which illustrates the participants' perception of how their subordinates view them as the school leader and how that differs from when they were a colleague to their subordinates.

Table 19

Perceived Subordinates' Perceptions

Name	Subordinates View Now	Differs From Pre-principalship
Denise	<ul style="list-style-type: none"> • Has grown professionally • More social • Friendlier 	<ul style="list-style-type: none"> • Comfortable speaking publicly • Engages in social activities • See a different side of her
Gabrielle	<ul style="list-style-type: none"> • Fair, equitable, and approachable • Admits her mistakes 	<ul style="list-style-type: none"> • Viewed as organized and resourceful only in a teaching capacity • Learning that she is able to do her job
Jada	<ul style="list-style-type: none"> • Younger teachers are intimidated • Role reversal (from mentee to mentor) 	<ul style="list-style-type: none"> • Put teacher's at ease
Kimberly	<ul style="list-style-type: none"> • Superintendent's mouthpiece • A dictator • Do not listen to teachers • Understands teachers • Make informed decisions 	<ul style="list-style-type: none"> • Less friendly • Has a protective shell
Marie	<ul style="list-style-type: none"> • Fair • Would not ask teachers to do anything that she would not do • First priority is the children 	<ul style="list-style-type: none"> • Born to do this job
Michelle	<ul style="list-style-type: none"> • Hard worker • Supportive • Hyper 	<ul style="list-style-type: none"> • Teachers questioned her ability to be supportive • Teachers questioned her ability to run the school
Patty	<ul style="list-style-type: none"> • "Sandwich" • Supportive • Heart for the kids 	<ul style="list-style-type: none"> • In a position to be provide resources and support needed
Shawna	<ul style="list-style-type: none"> • Fair • Down to earth 	<ul style="list-style-type: none"> • Role did not go to her head • She is the same
Sophie	<ul style="list-style-type: none"> • Professional • "Hands-on" Leadership style • High visibility • Not "warm and fuzzy" with the children 	<ul style="list-style-type: none"> • Weakness are now visible

Table 19 (continued)

Tiffany	<ul style="list-style-type: none"> • Have the best interest of everyone at heart • Trust her to do what is right • Ethical 	<ul style="list-style-type: none"> • More collaborative • More social • Active participant in the functioning of the school
Wendy	<ul style="list-style-type: none"> • Teachers enjoy working in her building • Respect her as a leader • Feel respected by her 	<ul style="list-style-type: none"> • Socialize with everyone

Question 23: What are your personal thoughts about maintaining friendships with female employees?

Denise

Denise believes that it is possible to maintain friendships with female employees only if the principal is “consistent and fair.” She went on to emphasize the importance of being discreet and making sure these friendships do not compromise the integrity of the principal role. According to Denise, “Do not take it lightly. There are simply things that cannot be discussed with other people like another person’s work performance...it is the responsibility of the principal to create boundaries.”

Gabrielle

As long as a principal can avoid showing favoritism towards employees or at least diminish the perception of such, Gabrielle is in favor of principals maintaining friendships with employees. One of her challenges as a principal was combating the perception of favoritism despite her intentions to be as equitable as possible.

Having friendships can be positive if the principal knows how to maintain fairness. However, there are some obstacles to gaining people’s trust. She stated,

My role as a teacher, when you would go into the lunch room, you would sit down and conversation will continue no matter which table you sat in. My role as a principal, I walk in (the lunchroom) and everyone turns and stops talking. It is like a lonely position... If there is a group of teachers, I will sit with them but I know that I probably put them on edge. I do not mean to and I do not know how to prevent it. I think because of the title they do not always know what to say because they are afraid that it is going to come back and bite (them)... It is a different, lonely role.

Jada

Jada maintains that if you are a genuine person then friendships in the workplace can work. However, if a principal has a different persona after hours, it is probably in the principal's best interest to avoid mixing friendships in the workplace. She stated that the principal has to ensure that they are not going to do anything that will embarrass their profession. She stated,

I am the same person Monday through Friday at work as I am at church on Sunday, as I am at Jewels shopping.... You are not going to find me out there post(ing) pictures of me in the bar going crazy or anything like that that that would embarrass the district.

When reflecting on maintaining already established friendships, Jada stated,

I think to work in a place where you worked before and you have friends and suddenly not be their friends anymore because now you are the boss that would really be a nasty way to be.... You're going to have to

figure out a way, if you are in that position. I can't stop being me because I got a job.

Kimberly

Maintaining friendships after a role change is important to Kimberly, especially if the teacher is willing too. There may be a struggle to maintain the friendship while keeping professional boundaries. These boundaries are two-folded thus both parties must establish them together. For example, Kimberly had a workplace friendship that she thought had sustained after the role change. One day the person asked for a special favor, causing Kimberly to question if the friendship was truly genuine. Not having the proper safeguards premeditated resulted in her ending the friendship with that teacher.

Marie

Marie believes that sharing a common vision and commitment to the school can be the root of a relationship. However, it is difficult for supervisors to maintain friendships with employees because it can be "difficult" and "dicey". She warns principals that the perception of favoritism can ruin relationships with other employees. Marie stated, "That perception of favoritism is very dangerous and I think if you do not have a high level of trust from the people that work with you, it will sink you faster than anything else."

Michelle

Michelle thinks that everyone should have at least one person in the building that they can go to for emotional support. Ideally, a school will have an assistant principal to be that person. However, in a school small like hers, she thinks that a principal needs

someone to talk to and to give her a “reality check” at times when decisions can be questionable. Having someone that you can have a personal connection with and go beyond the superior/subordinate relationship is not always easy because it should not be noticeable in the workplace. Lastly, it is important that the subordinate understands the authority of the superior and that the superior does not take advantage of that authority. According to Michelle,

I know who I can have that personal outside work relationship with; that friend that when we walk in, people do not know that we have that relationship outside of school. They do not know that we have gone out as couples (or) done something in a group together outside of the building because we keep it at the door when we walk in. I am the principal, we work together but I still have that role of authority and they understand that.

Patty

When asked about her thoughts of maintaining friendship with female employee Patty stated, “I do not have a problem with it as long as we are both respectful and if we are not, I will have the difficult conversation... before having a huge snowball problem.” Patty recalled a friend that she had to talk to about being late. After the teacher’s third time offensive, Patty sat her down and told her, “You know I have to do this?” The teacher apologized and has since been early for work each day. She contributed the teacher’s response to her respect for Patty as a leader more so than her commitment to the friendship.

Shawna

When asked about her personal thoughts on maintaining friendships Shawna responded, “I do not think everybody can do it. Some people cannot have that balance and if you do not have prior knowledge of your staff it makes it that much more difficult.” She maintains that having personal knowledge of everyone was a plus for her. As long as a principal can collaborate well with everyone, maintaining friendship can be a positive experience.

Sophie

Sophie explained that friendships are important to her regardless of gender and she values them. She stated, “Because we are friends, they understand that there is a thin line I walk of valuing them as friends but knowing that because of my role I do not want anyone to think that there is a favorite and that anybody is going to get something different than others. They get it.”

Tiffany

Tiffany advises principals to exercise caution when maintaining friendship with employees. Smaller circles that are deeper are less distracting on the organization than larger circles that are paper thin. She advised,

You (have) to be cautious and look at the big picture. Do not look at what they are just telling you but look at the context of what they are telling you. Why are they telling you? What are other people saying and experiencing with that person because it is easy to get sucked into something and then their problem becomes your problem... We do not

need to take on other people's problems... I think women do it more often.

Wendy

During Wendy's experience as a principal, she has worked with females that have been envious, manipulative, and insecure. However, she has also had positive female social and professional relationships that have been respectful, trustful, and encouraging. Therefore, Wendy believes that a principal must understand the individual and how to "manipulate" the relationship if they want to maintain the friendship. Manipulating refers to "knowing how to work and understand where those individuals are coming from."

Wendy had to discipline a person who she considered to be a friend. Luckily, that did not cause a rift in the relationship because the person agreed with Wendy's findings. Having to discipline someone for not submitting lesson plans or being late for school will occur. Wendy firmly believes that a friend that values the relationship will not give a superior "fuel to make a fire." Wendy even had to give a person a negative rating on their evaluation which she had substantial data to support the rating. This incident illustrates that the need to have a great professional relationship trumps the need to have a great social relationship. This is a lesson that Wendy learned over time and with experience.

Below is the "Personal Thoughts" chart (see Table 20) which illustrates the participants' views on maintaining friendships with female employees in the workplace.

Table 20

Personal Thoughts

Name	Personal Thoughts on Maintaining Friendships
Denise	<ul style="list-style-type: none"> • Be consistent and fair • Create boundaries • Discretion with employees regarding other employees
Gabrielle	<ul style="list-style-type: none"> • Be conscientious of favoritism • Build trusting relationships
Jada	<ul style="list-style-type: none"> • Be genuine • Be conscientious of how you represent the district
Kimberly	<ul style="list-style-type: none"> • Premeditate professional boundaries
Marie	<ul style="list-style-type: none"> • Share common vision and commitment to school • Can be “difficult and dicey” • Be conscientious of perceptions of favoritism
Michelle	<ul style="list-style-type: none"> • Needed for emotional support and “reality check” • Ideally should be the Assistant Principal • Should not be noticeable in the workplace • Subordinate understands authority of the principal • Superior does not take advantage of her authority
Patty	<ul style="list-style-type: none"> • Mutual respect
Shawna	<ul style="list-style-type: none"> • Principal has to have “balance” • Have prior knowledge of staff • Ability to collaborate well with everyone
Sophie	<ul style="list-style-type: none"> • Be conscientious of favoritism
Tiffany	<ul style="list-style-type: none"> • Exercise caution • Smaller circles are less distracting • Look at context of which employees share information • Maintain boundaries for taking on other people’s problems
Wendy	<ul style="list-style-type: none"> • “Manipulate” the relationship • Maintain objectivity by having evidence based data

Question 24: Can you tell about a conflict in your building and how you resolved it?*Denise*

Denise described an incident in her building when a female teacher repeatedly missed deadlines and due dates. This was a major concern to her because she did not

want other teachers thinking that she was showing favoritism by allowing this to happen or even worst, she did not want this to turn into an epidemic and all teachers disregarded deadlines and submitted items at their convenience. First, she addressed this concern in a faculty meeting by reminding all teachers of the importance of adhering to deadlines and the consequences of failing to do so. Denise said, “I try not to be punitive. I am not punitive.” This made it initially difficult for her to address this issue with the teacher. After it occurred again, she had to follow through on the consequences that she had outlined in the faculty meeting. She called the repeat offender into her office and had that difficult conversation that led to a cautionary notice. She assured him that the next occurrence would deem a more punitive penalty. This was her first disciplinary conversation with a staff member but her most memorable because after that day, that teacher never missed another deadline again. She contributes her firmness and fairness as the reason for his compliance.

Gabrielle

Reminded of a recent incident in a faculty meeting, Gabrielle explained how she handled two female employees engaged in argument. She waited until the end of the meeting and discussed with the staff the need to resolve issues appropriately so that it does not affect teacher collaboration. She said, “I always try to be transparent and to kind of face the issues head on. I don’t put it under the carpet like it’s going to go away if I ignore it.” She then had a private discussion with the two teachers to review meeting protocol and professionalism.

Jada

Jada recalled a new phonemic awareness program that was to be piloted by her school. A few teachers did not want to abandon the program that they were previously doing so did not pilot the program with the integrity that was necessary to acquire information about its effectiveness. When it was brought to Jada's attention that this was happening in the classroom, Jada spoke privately and collectively to the teachers to remind them that a true pilot series means to stop doing everything else and because this is a directive from Central Office, their cooperation is mandatory. In the end, the district decided not to use the program and resumed to what they had been using previously. She said, "Now (the teachers) are very happy to have (the old curriculum) back. They lived through it, the kids are fine, and we did well." Talking through issues and explaining the rationale behind decisions helped Jada's team get through a potential turbulent dilemma.

Kimberly

Kimberly reflected on the most recent conflict in her building. During a grade level RtI meeting, teachers debated how to best service two student receiving Specialized Services. Many scenarios were presented but none seem to be in the best interest of the two students; each seemed to be what was most comfortable for the teachers. The meeting ended with the teachers deciding to allow the low functioning students to work independently on the unfinished work that they received from the Special Education teacher. Kimberly prefers for teachers to collaborate and make the final decisions about the academic needs for the students on their own but she was disturbed by this particular decision. She sent the teachers an email that she wants to revisit their decision at the next

meeting and outlined some of the facts surrounding these cases that she wanted them to consider prior to meeting. She hoped that coming together again would help the teachers understand that those students cannot work independently and that a better solution is available; but it will mean more work for the teachers that provide service to these children.

Marie

Marie reflected on a conflict that she recently addressed. While planning the school's RtI intervention strategies, two teachers that have completely different personalities could not seem to get along and respect each other's ideas. In order for the program to be effective, it was essential that these teachers work through their problems. She recognized that the issue was worsening when both teachers would take turns coming to her office to complain about the other teacher. Rather than try to resolve the issue individually, she called both the teachers into a meeting with her so that they could resolve it collectively. Her role in this meeting was to be a facilitator that made sure that each person's voice was heard in this process. In the end, the teachers began to see each other's perspective. Their ability to work together now has noticeably improved.

Michelle

A teacher was just assigned a new grade level for this school year. She is a fairly newer teacher and her grade level partner is near retirement. The seasoned teacher wants things done a certain way and the reading specialist wants it done differently. The newer teacher is confused and does not know whose directive is appropriate. Michelle listened as the teacher ranted on about her dilemma and at the end she asked her how she can

help. The teacher was uncertain if she wanted Michelle to talk to one or both of the other teachers, have a meeting with all parties involved, or tell her what to say when she spoke to them again. Michelle instructed the teacher to wait 24 hours and reflect on how Michelle can assist her in this situation. That 24 hours was important to Michelle too so that she could reflect on the conflict and possible solutions. She rarely makes on the spot decisions. As an administrator, Michelle believes you have to take time to reflect on issues before making a stance or trying to mediate if possible.

Patty

The day-custodian felt as though the responsibilities were not evenly distributed between him and the night-custodian. The night-custodian would empty the garbage, clean the boards and wipe down desks but the day-custodian did everything else. This turned into a loud screaming match between the two adults. Patty met with both custodians to discuss what needed to be done daily. She took a few days to reflect on what made sense for the building because she prefers not to make spur of the moment decisions. She created a list of duties for each person and made them sign that they agreed that this was a fair division of labor. Any side negotiations that they made would be invalid to her. Whoever was responsible for that duty would be held accountable for it at all times. Since the conversation, division of labor, and signing of the agreement, the two custodians have been more amicable with one another. Now she sits down with them each year to revisit their division of duties.

Shawna

The new reading specialist had been asked by many teachers to add students to her roster that she already services. It started off with one teacher asking her to add one student but has since grown to several teachers asking her for many students. Her schedule was packed to capacity with her trying to do what she already has to do and then accommodate each teacher. She approached Shawna for guidance on how to handle all of the teachers' requests. Shawna chose to outline the reading specialist job responsibilities and duties at the next faculty meeting. She then explained to teachers that any special requests are to be given to the principal for approval and she will forward to the reading specialist.

Sophie

Sophie inherited a major conflict her first year as principal. There was a popular teacher that needed to be terminated. Not only was she unable to disclose the grounds for his termination but the previous principal had not handled the situation properly. By the time it was revealed to the staff that he was being terminated, teachers assumed that it was initiated by Sophie for unfounded or personal reasons. This caused such an uproar that Sophie reached out to the Human Resources Director and the teachers' union representatives to support her in her efforts of putting the staff at ease that the teacher's termination was founded and to regain the trust of her faculty. Together with the Human Resources Director and union reps, there were two meetings held to facilitate communication about concerns that teachers had in response to this employee's dismissal. It turned out to be more of an attack than a question/answer session. At the

end, Sophie pleaded with the staff that they trust that she could not elaborate on the situation but it was for a substantial reason. Subsequently, she had to rebuild relationships piece by piece and prove to her staff that she was invested in their best interest. She said,

You do not make or break your relationship on any one big thing.

It's the way you treat people, it's the little things that you do every day that either bolsters your relationship or slowly deteriorates (it). It's more insidious than the big things... All the things that you do up to it and all the things that you do after it that defines that moment.

Tiffany

The male first grade teacher is the secretary's son. There was a misconception by the other first grade teacher, who was a female, that he was favored by Tiffany because his mother is the building secretary. According to Tiffany, "The perception is that he is favored because his mom is my secretary when the reality is he does not get a break. She (the secretary) is harder on him than she is on anybody else in the building." The perception of favoritism caused the female teacher to go on a personal crusade to band together other teachers that would support her efforts of getting rid of Tiffany.

This vendetta against Tiffany became unavoidable when the female teacher refused to share her kids with the male teacher because she did not respect him as an educator. She did not think he was as good as her so she did not allow them to participate in flexible grouping as they had done in the past years. She was an amazing teacher that could thrive if she was not distracted by her perception of favoritism towards the male

teacher. Although there was a pact made amongst the building administrators in the district that they would not pass along irremediable teachers, she was confident that this teacher was an excellent teacher. Tiffany transferred the first grade female teacher to another building so that she could interact with a new team and focus on being a professional. This was not the ideal fix for Tiffany but the only one that made sense at the time since the teacher was fixated on getting rid of Tiffany.

Wendy

Wendy discovered that a Caucasian teacher was very upset but would not share why she was upset. This was particularly shocking to her because she thought they shared a good professional relationship especially since she was one of her teacher leaders that represented the school in many capacities. At the time of the discovery, she had just informed teachers that they needed to look at their data and hold themselves accountable for those students that did not make AYP. She could not remember any other interaction with the teacher so assumed that was the driving force behind her discontent. When the anger became noticeable around the building, Wendy called the teacher into her office for a conference. The conference became emotional and the teacher began to crying and expressing how unhappy she was every day. When the teacher accused Wendy of being “a mean girl” but could not elaborate on what that meant to her, Wendy referred her to the Superintendent who is a Caucasian female too. She had hoped that the Superintendent could unravel the mystery behind this teacher’s unhappiness since she could not. The Superintendent reported back to Wendy that it is a personal issue and that the teacher only mentioned the gatherings that Wendy had with

her subordinates, all of which this teacher was invited to attend and usually declined.

When the Superintendent suggested that she be reassigned to another building, the teacher began to cry because she did not want to leave that school. The remainder of the school year went fairly well with just a few minor episodes from the teacher. At the end of the year, the teacher announced that she wanted to leave. Wendy exhausted from the constant struggle with this teacher honored her request. The teacher is now reassigned to another building.

Below is the “Conflict-Resolution” chart (see Table 21) which illustrates an example of a conflict that the participants’ encountered, the action that they took to resolve the conflict, and the Source of Authority that their resolution is grounded in.

Table 21

Conflict-Resolution

Name	Conflict	Action Taken	Source of Authority
Denise	A male teacher repeatedly missed deadlines and due dates	<ul style="list-style-type: none"> • Addressed policy and consequences in faculty meeting to entire staff • Met with repeat offender privately and gave him a cautionary notice • Discussed with him the consequences for the next offense 	Bureaucratic
Gabrielle	Two female teachers arguing during a faculty meeting	<ul style="list-style-type: none"> • Addressed appropriate conflict resolution procedures with entire staff • Had a private conversation with each teacher regarding professionalism 	Professional

Table 21 (continued)

Jada	Teachers did not want to abandon the previous reading program to pilot a new phonemic awareness program so they did not do implement the new program properly	<ul style="list-style-type: none"> • Spoke privately to teachers that were not implementing properly • Spoke to the team collectively to remind them of what it means to pilot a program and explained the rationale behind decisions 	Technical-Rational
Kimberly	A grade level team made an educational decision that was in the best interest of the teachers, not the students.	<ul style="list-style-type: none"> • Sent the teachers an email that she wanted to revisit the issue at the next grade level meeting • Outlined facts to consider for the next meeting 	Professional
Marie	Two teachers that needed to collaborate could not get along and constantly complained about one another.	<ul style="list-style-type: none"> • Called both teachers in her office to resolve issue together • Mediated between the two teachers so that both perspectives could be heard 	Professional
Michelle	A new teacher was given conflicting instructions from her seasoned grade level partner and the reading specialist causing her confusion.	<ul style="list-style-type: none"> • Instructed to wait 24 hours and reflect on what assistance she wants from the principal • The principal needed 24 hours too so that she could reflect on the issue and possible solutions too 	Professional
Patty	The day-custodian felt the workload was not fairly distributed between him and the night-custodian which lead to a loud screaming match between the two adults	<ul style="list-style-type: none"> • The principal met with both custodians to discuss what needed to be done daily • The principal took a few days to reflect on what made sense the building • The principal created a list of duties for each custodian • The custodians signed an agreement of the division of labor 	Bureaucratic

Table 21 (continued)

Shawna	The new reading specialist was being asked by many teachers to take on more responsibilities than she was capable of doing	<ul style="list-style-type: none"> • The principal reviewed the reading specialist's responsibilities and duties with the entire faculty • She explained to the teachers procedures for special requests must be approved by her first 	Bureaucratic
Sophie	A popular teacher needed to be terminated for reasons unbeknownst to the other staff causing their trust in the principal to be broken and her leadership to be questioned	<ul style="list-style-type: none"> • Contacted the Human Resources Director and the teachers' union representative for support • Held two meetings to facilitate communication concerns regarding the teacher's dismissal • Pleaded with the staff to trust her and focused on rebuilding their trust 	Moral
Tiffany	Female teacher was on a personal vendetta against the principal because she accused the principal of showing favoritism towards a male teacher because he is the building secretary's son	<ul style="list-style-type: none"> • Transferred the female teacher to another building 	Professional
Wendy	A female teacher was upset with the principal for unknown reasons causing the teacher an unhappiness that was distracting the climate of the school	<ul style="list-style-type: none"> • Referred her to the Superintendent to discuss the issue • Offered to send her to another building, which she declined • Approved her transfer to another building at the end of the school year 	Professional

Question 25: Is there anything else you would like to share about your transition from colleague to superior?

Denise

“My first couple of years were hell because I was trying to (pretend) I knew what I was doing but I didn’t... I was torn apart...” This is how Denise describes her first introduction into administration. She knew that with any new change in responsibility that some level of stress is to be expected, but she could never imagined that it would be so challenging for her. She wishes that she had a mentor prior to becoming a principal who could have given her the guidance that she needed to be an effective leader. Also, had she established more social relationships prior to becoming a principal, she may have had a deeper connection with teachers; thereby establishing a richer in-house support-system. While her professional relationships remained similar to how they were prior to her becoming the principal, she thinks those social relationships help to make a more family-like environment, the type of environment that she wants to create and maintain in her building.

Gabrielle

In closing, Gabrielle describes her observations, “...as a teacher when (I) would go into the lunchroom... conversation would continue... As a principal, I walk in and everyone turns and stops talking... It’s a lonely position.”

Jada

Jada took on a leadership role in her school, but she said that many other teachers take on smaller leadership roles in the building. It is the collective work of the team that

makes her students successful. She said that each year she picks a theme that she uses to set the tone of the school year. This year she has selected geese flying. She stated, “The front goose is taking all the wind and the ones that are underneath their wings are getting a break and they take turns to help each other.” This analogy is what she presented to the staff to encourage everyone to use their strengths to take leadership in areas that is best for them. In closing she stated that her teachers take turns taking the lead but sometimes everyone needs to rest, so someone else will take over for a while so that no one becomes overwhelmed.

Kimberly

Despite opportunities to work in other school districts, Kimberly chose to stay at her current school. She admits that the climate can be difficult and that she struggles with being a colleague first and then an administrator, she just “wouldn’t have it any other way.” She stated,

The thing that still keeps me from moving is I still know the staff and I know where they’ve come from and I know their perspective and when you work in a school district where you already understand the needs of the kids, and you understand the needs of the parents and you understand the needs of the teachers it is ultimately easier to lead than going into a situation blind.

She has come to terms with the reality that she must seek friendships elsewhere or on a different yet shallow level. She encourages administrators that start as colleagues

should try to maintain that reciprocal relationships to the best extent possible because the relationships tend to fizzle out with each decision and each year that passes.

Marie

Marie is a firm believer that people tend to get along better when they know how much the leader cares. She stated, “When people know how much you care about something it is easy for them to get through the rough parts. I think if you are going take an administrative job in a place where you have been a teacher, you better love it with all of your heart because it is hard and you need to love it in order to get through the hard stuff.”

Michelle

Michelle said, “Trust what you know about the people that are already here and use them as resources... and go to them to help.” Michelle does not advocate taking advantage of the relationship but said that since it had been established, it should be used for the betterment of the school. She suggested that principals go to those people if they are struggling in their new position because they have good insight and can help behind the scene.

Patty

Being a principal was a new job filled with so much that she did not know. Fortunately, she had established a relationship with the former principal who taught her almost every aspect of her job. If a person in that position can build a relationship with the principal prior to their departure, that transition can be easier for everyone.

Shawna

Shawna stated, “I think my case was a little different; with anyone else they have to take that some of their former colleagues might be a little jealous of them and they just have to be that leader and hold that ground and really realize that business is business; it is not personal.” Shawna maintains that if a principal had already established positive relationships then they are not going to have a problem transitioning into a leadership role. On the flip side she stated, “If they did not have positive relationships then it is going to be a problem there because they have trust factors there.”

Sophie

According to Sophie, “The biggest thing for me was I knew that I didn’t know what I didn’t know but they didn’t know that I didn’t know what I didn’t know. I had to be really candid.” She gained much of her staff appreciation when she acknowledged what she did not know and did not try to “fake it.” Being genuine is the key to transitioning from colleague to superior because teachers already have formed an opinion of you. Your core cannot change because when it does, teachers will be able to see it immediately and trust is broken.

Tiffany

Tiffany firmly believes that she would not be a principal today had she been an assistant principal first. As a PE teacher, she lacked the understanding of instructional leadership. She acknowledged, “I had to do a lot of homework. I had to do a lot of studying on background of what is guided reading and how is that different than a *Basil*; whereas they (the classroom teachers) have already been taught that. They could not

have done my job but I had to do my job and their job, sort of speak.” She spent the first years managing the building rather than leading the teachers. She has since grown in her job so she is transitioning into the role of instructional leadership. She is more comfortable monitoring instruction and discussing teaching strategies.

Wendy

Wendy entered administration when she was only 30 years old and compared to her colleagues had not taught for many years. She believes that her experience would have been much different had she taught longer and then transitioned into the role. Since she has been a principal longer than she had taught she does not look at her transition from teacher to principal. Instead she reflects on her transformation as an administrator and how effective she is becoming in that role.

Below is the “Principals’ Final Thoughts” chart (see Table 22) which illustrates the participants’ final thoughts on their transition from colleague to superior.

Summary

In this chapter, the researcher presented the findings from interviews of eleven female principals that were once teachers in the school that they now lead. The participants were interviewed regarding their transition from colleague to superior and the impact their role change had on previously established professional and social relationships. Each interview was held at the participant’s school and lasted between 35-75 minutes.

Table 22

Principals' Final Thoughts

Name	Final Thoughts	Source of Authority
Denise	<ul style="list-style-type: none"> • First years were very difficult • Expect change in responsibility to causes some level of stress • Wishes that she had a mentor for guidance • Wishes she had established more social relationships for emotional support 	Professional Authority Psychological Authority
Gabrielle	<ul style="list-style-type: none"> • Being a principal is a “lonely position” 	Psychological Authority
Jada	<ul style="list-style-type: none"> • It is the collective work of the team that makes students successful • Uses the analogy of “Flying Geese” to encourage all teachers to take a leadership role in the school based on their strengths 	Psychological Authority
Kimberly	<ul style="list-style-type: none"> • Learn the staff and how to work with them • Understand the needs of the stakeholders • Encourages principals that start as colleagues to maintain that reciprocal relationship to the best extent possible 	Professional Authority Psychological Authority
Marie	<ul style="list-style-type: none"> • People get along better when they know how much the leader cares • Love what you do because leadership is hard 	Psychological
Michelle	<ul style="list-style-type: none"> • Trust what you know about people and use them as resources 	Professional
Patty	<ul style="list-style-type: none"> • Build a relationship with your predecessor 	Professional
Shawna	<ul style="list-style-type: none"> • Separate business from personal • Establish a positive relationship prior to becoming the principal to build trust 	Professional Authority Psychological Authority
Sophie	<ul style="list-style-type: none"> • Be transparent • Be genuine 	Moral Authority
Tiffany	<ul style="list-style-type: none"> • Know your craft • Understand what you are committing to 	Professional Authority
Wendy	<ul style="list-style-type: none"> • Reflect on actions and how to become better at what you do 	Professional Authority

In the next chapter, the researcher will use the data collected to discuss common themes and answer the following research questions:

1. Are there intentional processes used by female administrators to transition from colleague to superior of other females where a friendship had previously been established? If so, what are they?
2. Along with changes in the professional relationship between female administrators and their former female colleagues, are there significant changes in the social relationships? If so, what are they?
3. Are there challenges associated with the role change from colleague to superior amongst females? If so, what are they?
4. From what sources of authority are these processes and changes grounded?

CHAPTER V

DATA ANALYSIS AND INTERPRETATION

Overview

This study examined the perceptions of 11 female principals of schools in which they once taught in order to better understand strategies that they used to transition from colleague to superior, specifically in incidences where a friendship had been previously established. The principals in this study discussed how they balanced social relationships while maintaining high levels of teacher expectations, conducting formal/informal evaluations, and exerting disciplinary actions when appropriate. Additionally, they shared their views on superior/subordinate relationships and the influences these relationships have on the school climate.

Through the use of qualitative research methodology, the researcher interviewed 11 principals in the Chicago, Illinois suburban areas to answer the following research questions:

1. Are there intentional processes used by female administrators to transition from colleague to superior of other females where a friendship had previously been established? If so, what are they?
2. Along with changes in the professional relationship between female administrators and their former female colleagues, are there significant changes in the social relationships? If so, what are they?

3. Are there challenges associated with the role change from colleague to superior amongst females? If so, what are they?
4. From what sources of authority are these processes and changes grounded?

The purpose of this chapter is to analyze and interpret data collected during the interviews in this research study. These data will be triangulated with the literature review from Chapter II and Sergiovanni's Sources of Authority. Data were analyzed to uncover themes that emerged from the interviews. Finally, the limitations of this study, suggestions for further research, and the implication this study has on educational administration will be discussed.

The researcher has identified eight main themes that emerged during this qualitative research study. These eight themes are:

1. Female principals within this study were conscientious of the perception of favoritism.
2. Female principals within this study cited that being an assistant principal first would have better prepared them for their role as principal.
3. Female principals within this study that chose not to socialize with their colleagues prior to becoming a principal tended to cite motherhood and family obligations as the predominant reasons for this decision.
4. Female principals within this study noted that once they became principals there was an increase in the details that the subordinates' shared with them concerning their personal lives.

5. Female principals within this study that chose not to socialize with their colleagues prior to becoming a principal tended to become more social after the role change.
6. Female principals within this study believed that others had a misconception of their prior knowledge of the school when they entered their new position.
7. In this study, previously established intimate friendships tended to be either strengthened or relinquished after the role change.
8. Principals in this study tended to adopt a collaborative leadership style.

Theme 1: Female principals within this study are conscientious of the perception of favoritism

The principals in this study acknowledged that they are aware that the perception of favoritism exists in their school despite their efforts to be fair and equitable. They discussed how the perception of favoritism towards another employee can be harmful to the school environment, especially in incidences where a friendship has been established.

When asked about her thoughts on maintaining friendships with female employees, Gabrielle expressed that it is possible as long as the principal can avoid showing favoritism towards employees or at the minimum diminish the perception of it.

Marie stated, “That perception of favoritism is very dangerous and I think if you do not have a high level of trust from the people that work with you, it will sink you faster than anything else.” She added that from time to time she “caught a wind” of teachers believing that she showed favoritism toward teachers that she was friends with before she became the principal. She commented,

I am exceptionally conscious of it (favoritism) and I think that you might find one or two people, and one or two at the most, who would say that favoritism existed. I think I would be hard press to find more than that because (I) work really hard at being equitable in things. I am exceptionally conscious of that and my friendships with them exist outside of the workplace and they are not the way that assignments are made or praise is given.

Sophie explained, "...there is a thin line I walk of valuing them (employees) as friends but knowing that because of my role, I do not want anyone to think that there is a favorite and that anybody is going to get something different than others." She has even created boundaries for socializing with her staff after work to combat the perception of favoritism. She chooses to limit her socialization with employees because she does not "want there to be a misconception of favorites or anybody has an 'in' because (she) knew them in a different way prior."

Tiffany described a conflict in her building that involved the misconception of favoritism towards the first grade male teacher who is also the building secretary's son. The female first grade teacher believed that he was favored by the principal which caused her to seek support of other teachers to get rid of Tiffany. The female teacher waged a vendetta against Tiffany that began hampering instructional practices and affecting the climate of the school. In Tiffany's opinion, she was "an amazing teacher" that would thrive as an educator if she was not distracted by her perception of favoritism. Tiffany

decided that it was in the best interest of the school climate to transfer the female teacher to another school in the district.

After the perception of favoritism started to penetrate her school environment, Wendy made the decision to relinquish her workplace friendships. According to Wendy,

It actually became a racial problem because the individuals I hung (out) with were African American and the Caucasian teachers felt that I was showing special treatment to the African American females of the building.... If I hung with the black people then I was isolating the White people so I would hang out with both groups; it still did not matter. I think the female Caucasian teachers felt left out.

Wendy was hurt when she had to abandon the friendships that she had established at work because they had become a support system for her. However, staff needed to feel a greater sense of equity which she believed could be achieved by severing the social relationships that she had established. She stated,

At first it bothered me because I thought I should not have to do that especially when everything was going well. It was not interfering with the academic environment, with student success. But in the long run, I do understand that it was a decision that I had to make and I knew I had to do it and I am glad I did because I can definitely see my perspective of it; but then there may be a teacher whose perspective is much different of that relationship and it started to show and I started to hear things.

“The expectation of supportiveness in close friendships create the moral legitimacy, if not requirement, for close friends to display special treatment and favoritism, thereby indicating that they regard one another as special and unique” (Bridge & Baxter, 1992, p. 203). Once a person is placed in a school leadership position, there is an imminent fear that having close friendships in the workplace may be a distraction for carrying out the duties of that new role. It can potentially strain objective judgment and give the appearance of biasness (Berman, 1992). New leaders are faced with the challenge of learning how to build bridges of trust and increased commitment; they need to understand how to build and/or maintain trusting relationships with their subordinates (Berman et al., 2002) by being equitable and just.

Theme 2: Female principals within this study cited that being an assistant principal first would had better prepared them for their role as principal

Three principals described their first year as a principal as “baptism by fire” as they discussed the challenges that were faced. For nine of the principals in this study, this is their first administrative position. Of the two remaining, only one has ever served as an assistant principal prior to becoming a principal. Five of the principals in this study believed that they could have been better prepared for their role of principal had they been mentored by an experienced principal prior to becoming the building leader; four of which believed this would have ideally been done as the assistant principal to an experienced female principal.

According to Gabrielle,

Had I been an assistant principal first, I would have seen how a seasoned principal handles things and learned from her... if you start out as an assistant principal, you can really see different scenarios and how it's handled, how it's resolved and... know (what) to do when this happens.

After repeated unsuccessful attempts to obtain a principalship in her district, Sophie was told by the Superintendent that she would need administrative experience before she would be considered as a candidate for a principal position. Although she was happy with her current district, she began seeking assistant principal positions in other districts to gain skill sets that she could bring back to her current district. Ironically, when interviewing for an assistant principal position in a neighboring district, she was told that she was "over qualified" for the position and the district offered a principalship instead. Fearing she would harm her career by asking for the assistant principal position, she accepted their offer. In hindsight, she still wishes that she had inquired about the assistant principal position so that she could have developed her administrative skills under the direction of an experienced principal.

Tiffany was relieved of her physical education (P.E) teacher duties part-time in order to be a part-time assistant principal in her building. She had anticipated learning the role of principal from the interim principal before deciding if becoming a building leader was something that she wanted to pursue. However, three weeks into the new school year, the principal had gotten hurt and Tiffany had to assume her responsibilities as principal immediately. She believes that had she been an assistant principal first, she

would not have been a principal now. She stated, “I had to do a lot of homework.” She expressed how her lack of understanding of the general curriculum, the mistakes that she made and knowledge of how to be an instructional leader made her position extremely challenging.

Wendy stated, “I wish I had the opportunity to not have the responsibility of being the principal but working under someone and growing in that position and seeing things and experience things without (being) the principal.” She believes that had she been a principal first, she would have been better prepared to be more of an instructional leader and less of a building manager.

Gregg (2007) performed a study on whether serving as an assistant principal was a productive route for females to the principalship. In her study, she found that an assistant principal position is not as valuable to the advancement of a career in administration as it is to having a mentor that serves in the capacity of which the female seeks. She maintains, “When women mentor women, the women who are mentored are able to be their true selves, growing in confidence, strength, and accomplishment” (p. 27).

Duff (1999) states that, “Women have always learned from women. They have learned by watching their mothers, grandmothers, aunts, teachers, coaches, counselors, professors, sisters, and friends. Women have passed onto other women lessons on how to live through stories and examples” (p. 37). In a summary she states, “Women mentoring women in the workplace is a relatively new phenomenon. Woman-to-woman mentoring encompasses circumstances and rules that are specific to a female style and representative

of a female culture” (p. xv). This would explain why principals that were trained or mentored by their female predecessor felt prepared for their new role; while those that were not trained or mentored would have preferred to have that female guidance.

Theme 3: Female principals within this study that chose not to socialize with their colleagues prior to becoming a principal tended to cite motherhood and family obligations as the predominant reasons for this decision

Four of the female principals in this study had not established friendships within the workplace prior to becoming a principal. They each cited personal influences including motherhood and family obligations as the reasons for this decision.

When Denise began teaching at her school she was experiencing major life challenges. She stated,

At the time, I was going through a divorce so that was a lot of stress in my life. The alternative certification program that I was in took \$4000 off the top of my salary. The first year salary for a teacher was \$28,600 and off the bat I am making \$24,000, going through a divorce, have a mortgage, a car note and so it was a stressful time in my life. So I should not say that it was strictly them (not liking me). A combination of things probably had me isolated as well.

Gabrielle never accepted invitations to socialize with her colleagues after work hours although she received many requests. She limited her social interactions to sharing lunches with colleagues on student half days. She recalled her kids as “the driving force”

behind her not socializing. She left work the minute she was off so that she could get home to her kids.

Patty acknowledged that her children were much younger when she was a reading coach at her school. Her priority was to leave work as soon as she was off so that she could get home to them as quickly as possible. During the interview, Patty revealed a private matter that devastated her family. While she was a teacher, her daughter was diagnosed with a serious medical condition which resulted in her having brain surgery. Her family is very important to her and took precedence over her establishing friendships in the workplace.

Sophie described her social relationships as “friendly” but never considered any of her colleagues to be a friend. She has three children, one of which was born while she was a teacher at her current school. She stated, “I was friendly with everybody here but I did not socialize outside of work because I did not have time. The time I had, I spent with my family.”

Eckman (2004) maintains that role conflicts occur when an individual attempts to balance their personal role and their professional role concurrently. In her study, it was noted that women are more likely than men to experience role conflict. While both groups have experienced conflict with the demands of meeting the needs of both roles, women mentioned twice as often the difficulty of managing their personal responsibilities and their professional workload. Eckman determined that this role conflict can lead to a greater focus on the personal role and the delay of pursuing professional goals.

Theme 4: Female principals within this study noted that there was an increase in the details that the subordinates' shared with them concerning their personal lives

There are only a few cultural norms of friendships that seem to be universally accepted cross-culturally: respecting privacy, keeping confidences and self-disclosure (Felmlee & Muraco, 2009). The participants cited that teachers disclosed more private issues with them as principals than previously when they were colleagues. They contributed this sharing of private information to the concerns teachers had on how personal issues would affect their job performance and on the high level of trust that the principal would respect their privacy by maintaining confidentiality.

Michelle noticed a difference in the level of information that her female employees now share with her during her first year as a principal. She's always shared semi-personal conversations with her staff but now they go beyond the names of their children and which school they attend. She stated,

They (teachers) will come and say I need to tell you what is going on in my personal life or with my health or something like that and somebody just came in today. She said, 'I am going through some things,' and we had some surgeries. It is nice that they trust me and feel that they can say those things... I find that people do not open up like that with necessarily each other, maybe with their grade level colleague. But since I am the principal I hear that more, 'I have to tell you some things' because they feel I need to know and in most cases I do.

Patty became emotional as she reflected on how much information is revealed to her as the building principal. It reminded her of her personal experiences while she was a reading coach. She stated, "I never knew before I was a principal how the principal is really in everybody's life. When someone's mom is sick, that person comes and tells the principal. When someone's husband has cancer, I find out."

According to Sophie, she has built a trusting relationship with her female staff which allows them to feel comfortable with sharing personal information with her. She stated, "People feel comfortable coming to me with their personal issues, things that are affecting them at work, knowing that they can confide in me and I will support them."

Wendy was surprised by the information that her staff would share with her. She recalled teachers admitting that they do not like themselves or that they are suffering from depression. It was shocking to her to see people that she once considered to be strong and confident in a vulnerable state. She stated, "Menopause is something... It is a phenomenal thing to me to see someone ten years ago that I worked with who had this wonderful personality and all of a sudden in my office everyday crying."

In a study on workplace friendships, considerably more women than men contribute the emotional and social support that they receive in times of stress to the friendships that they have fostered at work (Morrison, 2009). Also, women tend to appreciate the emotional support, trust, and opportunities for self-disclosure that they receive at work more than men (Cahill & Sias, 1997; Markiewicz et al., 2000).

Establishing social relationships in the workplace have been known to reduce stress, increase collaborative communication and improve productivity which each have a

considerable influence on job performance and role commitment (Berman et al., 2002; Morrison, 2004). On the other hand, women that encounter relational aggression or rejection in the workplace from other women have reported that these behaviors have a negative impact on their job performance as it is a distraction from their regular duties (Dryier, 2009).

Theme 5: Female principals within this study that chose not to socialize with their colleagues prior to becoming a principal tended to become more social after the role change

Four of the 11 principals stated that they chose not to socialize or establish friendships with their colleagues prior to becoming a principal. Of the four, Denise is the only principal that established friendships after her role change. She stated, “I do have people, maybe two or three that I now call friends; we do talk and associate outside of the school day.” She contributed the establishment of these friendships to her participating in social outings and being friendlier with her staff. This became even more important to her when she noticed teachers’ morale were low due to teacher contract negotiations.

After becoming the principal, Gabrielle began socializing more with teachers after work hours. While she would not classify her relationships with her subordinates as intimate or personal, she has been considerably friendlier with her staff. She now joins them after work at local restaurants when they invite her and even hosts a back to school picnic at her home for the entire staff. She believes this is appropriate to do as the building leader in order to build trusting relationships in a non-threatening environment.

While Patty has never been very social with the staff even prior to her role change, she does enjoy an occasional outing after school with the older crowd. She does wish that the entire school could enjoy outings occasionally but realize that younger teachers have family obligations that take precedence over them socializing after school, especially those that live quite a distance from the school.

Sophie limits her social interactions with her staff to school functions that involve the entire staff to diminish the perception of favoritism. She believes it sends the wrong message to her staff if she does not attend events at all. Sophie stated, “I really do not socialize outside of school unless it is a school function... I am very careful to do that because I think it sends the wrong message if I do not and it is hard to do because I am always so busy.”

Rawlins (1992) maintains that a person’s attitude about his/her job affects whether he/she will form friendships with their coworkers. Also, reduced stress in the workplace, increased communication, and better adaption to change are contributed to the friendships that are formed at work (Berman et al., 2002; Morrison, 2009) which can enhance the individual’s perception of his/her job and have a positive impact on the organization. Workplace friendships are beneficial to both the organization and the individual. They can serve to enhance a person’s commitment to the organization and add value to a subordinate-superior relationship as “friendly” criticism is being offered (Rawlins, 1992, p. 165).

Theme 6: Female principals within this study believed that others had a misconception of their prior knowledge of the school when they entered their new position

Denise recalled her first year as a principal as “baptism by fire.” She stated that she was simply handed the keys and expected to go and do her job. She was not assigned a mentor or given any training when she became the principal. According to Denise, everyone at the district office, including the newly appointed Superintendent who Denise had just replaced as principal, assumed that her experience as a Safety Facilitator gave her the knowledge that she needed to make a seamless transition into administration. However, Denise was so miserable her first year as a principal that she cried every day but had “put up a good front” at work so no one would know that she did not even know enough to know which questions to ask.

As Sophie reflected on her transition from colleague to superior she stated, “The biggest thing for me was I knew that I didn’t know what I didn’t know but they didn’t know that I didn’t know what I didn’t know. I had to be really candid.” Sophie continued,

...teachers made some assumptions that because I taught here that I knew certain things that I did not know; like the kindergarten teachers would assume that I just knew something. Well, I did not know anything about kindergarten in fifth grade. Kindergarten was a whole ‘nother planet for me in fifth grade. I knew I did not know. They had this assumption that because I taught here for nine years, I knew every aspect

of this building and I did not... They assumed that I knew that kindergarten did a parent night. I did not pay attention to kindergarten and parent night. It did not affect me. Just those little tiny things...

Sophie decided not to “fake” knowing anything and began to ask many questions to close the gap between what the teachers thought she knew and what she knew in actuality.

Tiffany’s first day as principal could hardly be described as your typical day in the office. After receiving a disturbing call from her husband, she soon learned that it was one of the most horrifying days in American history, September 11, 2001. She was instructed by her Superintendent to assume the responsibilities of the principal because the interim principal had been hurt the day before. She was given no added support or information. She spent the entire day maintaining calm and providing information to teachers as it became available. There was a teacher in her building whose husband was stranded overseas that needed emotional support. Throughout this time, students still deserved a quality education as if it were any other day. At the end of the day, she was complimented by many on her ability to manage a building with composure when the staff was oversaturated emotionally. She admitted that others assumed that she was more equipped to manage the building than Tiffany felt she was which gave her a certain level of respect as a leader but it came with a hefty price tag; she never received a mentor or training because upper administration determined she did not need it.

Loder and Spillane explored the discontinuity that exists between being a classroom teacher and a school administrator which causes conflict amongst new female

principals. A “good teacher” is considered to be attentive, caring and nurturing to the needs of her students; whereas a “good principal” is one that generally understands what it means to be an effective leader and a manager (p. 266). Also, this research concluded that the discontinuity in their work domain, responsibilities, and in the nature of their relationships, caused conflict in a new principal’s ability to be an effective leader during their first three years in that position. There is also a discontinuity in the teachers’ expectations of the principal which could explain why others perceive that a teacher internally promoted to a building leadership position needs less support than a principal hired externally.

Theme 7: In this study, previously established intimate friendships tended to be either strengthened or relinquished after the role change

Principals in this study used a variety of terms to describe their friendships such as “close-knit”, “dear”, “family-like”, and “life-long friends” just to name a few. These terms of endearment intended to express the level of intimacy that are reflective of the friendships that they established with their subordinates. Social relationships that were considered intimate prior to becoming a principal tended to be most affected by the role change than casual friendships; either these friendships had become strengthened or relinquished post-principalship. While seven of the participants established social relationships prior to becoming the principal, four participants were able to maintain these relationships. Of these four, only three considered the relationships to be intimate by their own standards.

After teaching in her current school for six years, Michelle left the building to pursue administrative opportunities both within and outside of the district. In her absence, the relationships that she had formed with her colleagues had begun to dwindle because they did not see each other every day anymore. According to Michelle, she was better able to nurture her friendships when she interacted with them daily. When she returned to the school as the building principal, the distance that had come between them both in proximity and emotionally had been filled; therefore, she was able to rekindle her friendships.

According to Shawna, after becoming the principal she had established closer bonds with a few teachers. She always participated in social outing with her colleagues, but the relationships have gotten more intimate. She feels more relaxed with her subordinate/friends than other employees and participated in more intimate activities such as going to the movies and having cocktails with them on the weekend. She proudly stated that her friends introduce her as both friend and boss. She described her times with them as “good friends having a good time.”

The intimate relationships that Tiffany had established were with other non-teaching certified staff. Since the teachers had their own grade level teams, she never felt as though she fit in with them. Since her role change, she does participate in school functions to build relationships with her entire staff, something that she had not done as a P.E. teacher. However, the friendships that she established with her original friends have strengthened. She appreciates those friendships the most because those are the employees that are more forthcoming and upfront with her. They talk to her privately if

they feel as though she did not handle something appropriately or made a mistake which has earned her trust and loyalty to them.

Three of the participants disclosed that after the role change, there came a time when the friendships that they had hoped to maintain were relinquished. The differences that lies among the three principals are: (1) only one friendship was affected, unfortunately it was her most valuable relationship; (2) the decision to relinquish the relationships were the teachers' because of broken trust; and (3) the decision to relinquish the relationships was the principal's because of the affect that it had on the school environment.

Marie tearfully reflected on an intimate friendship which she stated, "We did things as couples... We raised our kids together... Her kids were as comfortable at my house as mines were at hers. The lines were blurred there between the two homes." After she became the principal, she had the unfortunate responsibility to address work performance issues with this teacher. Despite her many attempts, her friend could not "hear" Marie and did not acknowledge that she needed any professional development. Eventually, Marie accepted that she could not supervise or remediate her friend effectively so she requested that the teacher be reassigned to another building in the district. Her friend was offended by what she considered an act of betrayal; thereby ending the friendship.

Kimberly had been a teacher for five years at her current school before becoming the principal. She had formed a friendship with one particular teacher that was very important to her. They prayed together every day after school, shared personal

conversations, and did various activities after work. As she reflected on her relationship with her staff prior to the role change she stated, “We (were) very good friends. We went out together all the time and had dinner and went to lunch... (I had) very friendly relationships with (almost) everyone.”

After she became the principal, teachers feared that Kimberly’s alliance was now with the Superintendent and the trust that they once shared was broken. She stated,

They understand that he is my boss but they do not want to put themselves in any type of jeopardy for their attitudes, opinions, or otherwise either because I knew about something and now I shared it (with the Superintendent).

Kimberly recalled a situation when she felt a teacher was taking advantage of her by asking for a personal favor that she considered being unorthodox. She denied the teachers request which caused harm to an already injured friendship. After the incident, Kimberly realized that she had not properly premeditated boundaries with her friends which she ultimately blames for the demise of her intimate relationships.

As stated previously, the climate in Wendy’s building had begun to be affected by the perception of favoritism towards the African American female in the building. Her efforts to include everyone in socializing, especially events that she hosted at her home, were ineffective in debunking the favoritism myth. Initially it bothered her that the Caucasian teachers accused her of something that she did not believe was true; but eventually she was able to see things from their perspective and realized that it would be

best for the school climate if she relinquished all intimate relationships with any of her staff.

Women tend to teach longer than men prior to ascending into a principalship (Jones et al., 2009; Loder & Spillane, 2005). These longer tenures can be contributed to how deeply women, more so than men, tend to value the intrinsic rewards of teaching which includes the friendships and bonds that they have formed with their colleagues (Loder & Spillane, 2005; Oplatka, 2001). Considering that Americans center their lives around their jobs, many close friendships are formed in the workplace (Morrison, 2004). Many peer relationships develop into friendships because employees spend a majority of their time at work interacting with their coworkers (Rawlins, 1992; Sias & Perry, 2004). Full-time employees are likely to spend more time with their coworkers than they are to spend with their families and non-coworker friends (Morrison, 2004; Sias, 2009).

On the other hand, relational aggression towards female administrators have shown to result in “social isolation, feelings of self-doubt, a lowered self-esteem and confidence, depression, frustration, feelings of devastation, and questions of self-worth” (Dryier, 2009 p. 113). While it may be true that people cannot always select who they work with, they are able to select the people that they befriend with in the workplace.

Theme 8: Principals in this study tend to adopt a collaborative leadership style

Nine of the 11 principals in this study described their leadership style as collaborative or as a shared decision-making approach. According to these principals, they prefer nurturing an environment that thrives on team building and decision sharing to increase teacher buy-in.

Gabrielle stated, “I try to be collaborative when we are learning and working together.” She has created a Building Leadership Team (BLT) which she uses to foster leadership skills in her teachers, as a means to discuss issues that impact instructional practices, and to make school-based decisions.

Jada is a self-described collaborative leader. She simply stated, “I am not a top down person.” She prefers for her teachers to take leadership responsibilities in many capacities. She believes that teamwork is the best way to promote teacher buy-in and accountability.

Kimberly leads two buildings that have different needs, especially as it relates to the type of leadership that is best for the teachers. Kimberly stated, “I think I am collaborative. I feel like my leadership style is balanced. I am not afraid to take a stand when I feel something is right but I definitely am one to listen to what the teachers are saying.” While the needs of the two buildings are different, there are teachers that need boundaries in order to maintain order which causes her to use an authoritative approach to leadership.

Marie also considers herself to be a collaborative leader and prefers not to make the “tiny day-to-day decisions.” She finds herself delegating responsibilities to her teachers as much as possible because her team has earned her trust and she knows that they will make decisions that are in the best interest of the students.

Michelle’s goal is to build a collaborative environment in her building. She does this by allowing her teachers to express their opinion and make collective decisions.

Shawna's non-threatening approach to leadership lends to her collaborative style. She gives her teachers the autonomy that they need to make decisions and encourages them to work together. In reference to her staff she stated, "I am not authoritative with them. I am not a dictator... I am very collaborative with them."

Sophie acknowledged that there are decisions that cannot be shared, such as the hiring and firing of personnel, she still prefers a shared leadership approach to overseeing her school. She stated, "I am not a top down person. I am not comfortable with it." She has formed a Building Leadership/School Improvement Team, a problem solving team, and a Positive Behavioral Intervention Support (PBIS) Team to have multiple platforms to discuss issues and make shared decisions. She ensures that at least two other people are on all teams to maintain continuity amongst all three teams.

Tiffany prefers making decisions with her team over giving them directives. She stated, "I try and gain the input of as many people as I can but I'm not afraid to make the decisions."

Wendy admitted that there are times when she must be authoritative but she prefers to be collaborative. She recognizes that each of her teachers have different personalities which requires her to adapt her leadership style to what is best for that situation or person. She stated, "I am not a dictator but if there is something that I need, I stand firm on (it)."

According to the research, women tend to be more nurturing, democratic and empowering leaders than their male counterparts (Adams & Hambright, 2004; Eagly & Johannesen-Schmidt, 2001; Mertz & McNeely, 1998). "Women who attain positions of

power are most successful when they practice female approaches to power which stress collaboration, inclusion, and consensus building-models based on the belief that one person is not more powerful than another” (Brunner, 2000, p. 139).

Research Questions

Question 1: Are there intentional processes used by female administrators to transition from colleague to superior of other females where a friendship had previously been established? If so, what are they?

For many years, researchers have assumed that the white male perspective and experiences of the principalship sufficiently described all behaviors of school administrators (Brunner, 2000; Jones, et al., 2009; Mertz & McNeely, 1998); thereby leaving a huge gap in understanding how women leaders function in the workplace. This study went beyond the scope of females transitioning into a new professional role of leadership and examined the implications their leadership role had on their social relationships in the workplace.

A semi-structured interview process was used to elicit responses from the participants regarding their transition into the role of principal within the school that they once taught in with an emphasis on understanding the impacts that this role change had on previously established friendships. Seven of the 11 principals studied expressed that they had established social relationships with their colleagues; six of these seven principals confirmed that the social relationships that they established went beyond casual conversations and considered them to be close or intimate friendships.

Kimberly believes that her lack of establishing boundaries with her colleagues contributed to the deterioration of her friendships. While she admitted having a false sense of reality of how her social relationships would be impacted by her new role, she now realized that she did not devise a plan on how she would maintain her friendships or implement any strategy that she could recall. She stated,

I visualized that I would still be friends with people and able to build relationships and able to have conversations. I visualized that people would come to me for other support... I thought it would be reciprocal because I already had friendships but that is not how they viewed it. I definitely had teachers say to me, 'Well, you crossed over.' They view it as a very us and them in our district. They definitely view a line between administration and the teachers even though I was part of them for a long time.

Marie stated that she did not make any preparation in anticipation of becoming the principal. Her priority entering this position was on preparing for her new professional role and the changes that the district was undergoing. She stated,

I do not think that I did anything. I do not know that I did anything differently with people that I worked with before the new people came... I spent a lot of time that summer inviting people to just stop in and talk about how things were going in the building and what they thought I should know.

Michelle major focus was on her professional role change rather than the impact that it would have on the social relationships. She stated that she worked with her predecessor, who had “made it as smooth as possible” for her to transition into her new role. She hosted two social events at her home, one children-friendly and one adult-only. The purpose of the events was to reintroduce herself to her staff and allow them to get to know one another before the academic year began. Other than these two events, Michelle did not employ any other strategies to assist her with her role change from colleague to superior.

Shawna had been “groomed” for her position as school leader. Her predecessor, along with her colleagues, fully supported her as the next building leader. She did not recall making any preparation in regards to transitioning from colleague to superior.

Tiffany had only been the part-time assistant principal for three weeks before she received a call the day before from the Superintendent asking her to assume the duties of the principal in her unanticipated absence. She had not planned to be a principal so soon after receiving her administrative credentials. With only one day to prepare for her role, there was no preparation done professionally or socially in regards to her role change.

Wendy had always been social and had hoped that would continue after becoming the principal. Her first priority as a new principal was to strengthen teacher collaboration and trust therefore she hosted several social events for the entire staff. She stated, “They socialized with each other, they talk and teachers realize as they collaborate with each other outside the atmosphere they really enjoyed themselves.” She did not recall making

any special accommodations or preparation for maintaining the friendships that she had previously established.

In summary, participants could not identify any specific processes that they used to transition from colleague to superior. As new administrators, their priority was the professional role change and the impact that they would have in that capacity. Participants cited the importance of these friendships to them but did not anticipate them changing. In cases such as Kimberly, Marie and Wendy, the lack of such planning caused these valued friendships to deteriorate and eventually end. The lack of intentional processes for addressing the social relationships may have implications on educational leadership. Participants within this study expressed the value of their workplace relationships but did not make preparations to safeguard them suggest that social relationships are politely ignored by female administrators or overtly overlooked to focus strictly on the professional role.

Question 2: Along with changes in the professional relationship between female administrators and their former female colleagues, are there significant changes in the social relationships? If so, what are they?

Studies on social relationships in the workplace have shown that social relationships do have a direct influence on the work environment. In 1933, Abraham Mayo was instrumental in illustrating that social relationships have a strong impact on workers and productivity. In *The Hawthorne Studies* he revealed that financial compensation and working conditions were not as important to employees as belonging to a group. Later Maslow's (1954) *Hierarchy of Needs* described the level of needs that

an employee must achieve to eventually attain self-actuation, a person's full understanding and acceptance of themselves. He maintained that once a person's physiological and safety needs are met, he/she must feel a sense of acceptance and belongingness in order to achieve self-actualization. In the workplace, this is determined by the friendships and relationships formed.

These data attained in this study confirm that there are changes to the social relationships when the professional relationships changes. Four principals in this study had not established any significant social relationships prior to becoming the principal. While only one of the principals did establish friendships with her subordinates after the role change, the other three principals did become more social with their employees. These three principals acknowledged that they chose not to socialize with their colleagues as a teacher but found it necessary to build those personal relationships for the sake of the climate of the school.

Morrison (2009) maintains that people do not make and sustain friendships because of the extrinsic rewards that they offer but because of the intrinsic rewards that relationships provide. According to the data in this study, participants confirmed that the intrinsic rewards were the driving force behind their decision to become more social. Principals that decided to become more social after becoming the principal cited several motives for employing this strategy:

1. *As a means of uplifting staff morale.* One principal discussed the financial state of the district as a contributing factor to low staff morale. When she became the school's leader, the school district was negotiating contracts and

many resources were being cut including teaching positions when class sizes increased. The need for fewer teachers caused them to be concerned about their job security and the overload of responsibilities if they were able to secure their position. She began working with her social committee, something that she had never done, to organize fun activities that would give the staff an outlet for their frustration and stress. Also, she wanted to show the staff another side of her that they had not seen.

2. *As a means of building trusting relationships in a non-threatening environment.* Some organizations encourage a culture which promotes social relationships by sponsoring activities outside of work time such as ceremonies, seasonal parties, picnics, and sport teams in an effort to create a positive environment for team building and collegiality (Rawlins, 1992). One principal was aware of the toxic environment that she had inherited. Since motherhood responsibilities trumped her desire to build social relationships, she had not allowed any of her peers to know her on a personal level. She soon realized that the teachers needed team building activities to address their inability to work well together. When her efforts within the confines of the school were not making the progress that she had hoped, she felt a non-threatening environment that allowed everyone to be of equal status would be better for building trusting relationships.
3. *As a means of showing employees that they care.* Many principals in this study reported that they are busy every day addressing the multiple

responsibilities that they have as an instructional leader and as a building manager. According to Sophie, finding time to socialize with their staff is important because “it sends the wrong message” if a principal does not show a genuine interest in their staff. In order for a principal to accomplish all the duties of the day, they must have a team of professionals that work together for the success of the school (Gimbel, 2003).

These data generated from this study suggest that participants that had established a friendship prior to becoming a principal also experienced a change in the social relationships after their role change. Friendship is described as a “voluntary, reciprocal, equal relationship which is seen as unique and special, and which enhances the sense of self and of the partners” (Markiewicz et al., 2000, p. 161). Workplace relationships are considered the interpersonal relationships that people engage in as they perform their job responsibilities (Sias, 2009). Participants in this study viewed their workplace friendships through two different lenses: intimate friendships or casual friendships. One participant described her intimate friendships as “dear” and “lifelong friends.” She went further to make the distinction between her personal experience with an intimate friend and casual friendships here,

We were very friendly. There were some colleagues that I was personal friends with; our families did things together... We did things as couples... We raised our kids together; they were the same age. Her kids were as comfortable at my house as mines were at hers. The lines were blurred there between the two homes... And then there were other people

that I was more professional acquaintances with. We work together but we did not necessarily see each other outside of the school.

Michelle characterized her intimate friendships as “close.” Michelle and her colleagues threw baby showers for each other, frequented each other homes, and engaged in several outings that occasionally included their spouses and children. Similarly, Shawna described her intimate friendships as “close knit” and “family-like.” Much like Michelle, Shawna would enjoy outings with her colleagues after work and on the weekends that sometimes included their families.

According to these data in this study, intimate relationships were shown to be more effected than casual relationships. After the role change, intimate relationships tended either be strengthened or relinquished. Seven of the participants in this study confirmed that they had established social relationships prior to becoming the principal. Of these seven participants, three maintained that the friendships that they established prior to the role change with their peers were intimate and strengthened after their role change. The participants contributed three factors to the strengthening of their friendships:

1. *Close proximity.* Close proximity, overlapping work schedules, common projects and shared values have been found to be instrumental in enhancing workplace friendships (Bermen et al., 2002; Rawlins, 1992). These friendships can enhance the organization because they may foster better working relationships, improve team effectiveness, and increase productivity (Bermen et al., 2002). For one participant, leaving the building for a few

years had been an enormous strain on maintaining an intimate relationship with her colleagues. After returning as the principal, she rekindled and strengthened those friendships which she contributed to working closely with them daily.

2. *More intimate activities.* Some people rely on workplace relationships because they provide a sense of support, problem solving assistance, and often times improve personal or home lives (Bermen et al., 2002). According to Shawna, after becoming the principal the already intimate relationships that she had formed with her employees became strengthened. She stated that she did more activities her subordinate/friends on a more intimate level than she had before. For example, now they go to the movies and out for cocktails. Additionally, she commented that when she is introduced by her subordinate/friends to someone else they will refer to her as “my friend plus my boss.” She enjoys them recognizing the social aspect of their relationship.
3. *More forthcoming and upfront.* Tiffany recalled the trial and errors that she went through as a novice principal. She stated that she made many mistakes and found herself often questioning if she had made the right decision to become the school leader. She appreciated the help of her intimate friends in getting her through those times of uncertainty because they would pull her aside and give her much needed professional critiques.

Three of the participants cited that the friendships they established with their peers were relinquished after their role change. Four causes were identified for ending the social relationships:

1. *Work performance issues and poor evaluations.* Workplace friendships have the challenge of negotiating the boundaries that separate the supportiveness that the friendship offers from the needs of objectivity that the organization requires (Sias, 2009). As a teacher, Marie recognized that her close friend had performance issues but never acknowledged them aloud. Once she became the principal, she was now responsible for addressing these issues. After repeated attempts to remediate her subordinate/friend, she accepted that she was unable to properly address the teacher's performance issues. Doing what she thought was best to salvage their friendship; Marie transferred her friend to another building. Her subordinate/friend was offended by this action and made the decision to sever the relationship.
2. *Broken Trust.* After becoming the principal, Kimberly was now viewed by her subordinates as "one of them." They knew that she reported directly to the Superintendent and feared that she would share information with him that would be harmful to their careers. Her employees cited broken trusts as a reason for relinquishing the friendships.
3. *Failure to premeditate boundaries.* Kimberly's subordinate/friend requested a favor of her that she found offensive. Kimberly believed that the friend would not have asked a non-friend supervisor for this special consideration.

Although they were close, they had not verbally established boundaries prior to the role change. Because proper safeguards were not put into place, Kimberly felt taken advantage of while the teacher felt Kimberly was being unreasonable causing the relationship to end.

4. *The misperception of favoritism.* Wendy decided to relinquish her social relationships with her staff after it became a “racial issue.” Caucasian teachers expressed to Wendy that she showed favoritism towards the African American female teachers in the building. Despite her futile attempts to include everyone in social events, her same small circle of friends was usually the only ones in attendance magnifying the non-attendees concerns of special treatment.

In summary, these data from this study suggest that there are three social changes that occurred after the professional relationship changed: (1) social relationships were established in instances that had been non-existent; (2) intimate relationships became strengthened; and (3) intimate relationships were relinquished. Casual relationships tended to remain the same after the role change suggesting that for these respondents, social relationships were unaffected by the role change.

Question 3: Are there challenges associated with the role change from colleague to superior amongst females? If so, what are they?

In a study done by Opltaka (2001), the research indicated that there are two types of difficulties associated with being a female “insider”, a principal that once taught within the school that she now leads: (1) the concern of control and legitimacy; and (2) the

feelings of stress, tension, self-doubt and confusion which may be commonly experienced by newcomers to a new environment. Principals maintained that they spent the first two years of being an administrator learning their new roles and responsibilities. It was not until their third year that they began to fully implement their positional power and adjust to their new leadership role. Furthermore, participants in Opłtaka's study disclosed that they were able to avoid severe conflict by gaining the support of their stakeholders by utilizing a collaborative leadership approach.

Women tend to be more nurturing, democratic and empowering leaders than their male counterparts (Adams & Hambright, 2004; Eagly & Johannesen-Schmidt, 2001; Mertz & McNeely, 1998). These data from this research indicate that female principals prefer to use a collaborative approach to leadership versus an authoritative approach. Participants stated that they are not top-down leaders; they prefer to make shared decisions. These participants expressed that by collaboratively making decisions, conflict is reduced and teacher buy-in is increased.

A collaborative approach to leadership was not enough for these participants to become immune to conflict in their building. Each participant was asked to share a conflict in their building and how they resolved it. According to the participants' responses, three categories for the conflicts were identified:

1. *Conflict among colleagues.* Participants that cited colleague to colleague conflict tended to involve two colleagues in a dispute regarding their shared roles and responsibilities. In each incident, there was a need for these two colleagues to collaboratively perform a task or complete a job but their

inability to effectively communicate with one another interfered with their ability to work together. This type of conflict had a negative impact on the school climate especially in incidences that caused inappropriate verbal exchanges amongst the two colleagues. The participants in this study tended to address conflict among colleagues by first reviewing professionalism to the entire staff in a meeting. Next they would mediate between the two employees privately. The principals preferred to reflect for 24 hours before making any major decisions or mediating between employees. The use of reflecting allows the principal to consider each person's view.

2. *Superior/subordinate conflict.* Principals in this study admitted that despite their efforts to be fair and equitable, there have been incidences when teachers have challenged a decision or questioned their ability to lead. Kimberly stated, "I had one teacher tell me I would never be able to walk in her shoes because she had been teaching for 30 years and I was just a music teacher and I do not know anything about teaching." Tiffany and Wendy shared similar stories of aggression against them. According to Dryier (2007), relational aggression experienced in the workplace has a negative impact on one's job performance. In Dryier's study, she recommends that once an administrator has detected that aggression is occurring, interventions should be put into place to eliminate it. When dealing with superior/subordinate conflict, participants in this study tended to respond by soliciting the support of a

district level employee that could mediate. In irremediable situations, the teacher usually was assigned to another school in the district.

3. *Conflict with procedures.* The participants in this study stressed the importance of collaborating and making shared-decisions. These are the fundamentals that lead to empowering the teachers to make instructional decisions that are in the best interest of the children. However, there are times when teachers' decisions do not align with the new initiatives that are being required of the school or district. For these participants, this has caused teachers to resist change or be out of compliance. The principals that struggled with getting teachers to comply to procedures, guidelines, or deadlines tended to address the conflict by reviewing procedures to the entire team and having private conversations with the noncompliant teacher.

In addition to the conflicts that participants shared, other challenges were discussed throughout the interview. According to the participants, these challenges had a direct influence on friendships that they had established or had hoped to have established with other females in the organization. They cited the following challenges to their role change from colleague to superior:

1. *Addressing work performance issues of a friend.* Conducting evaluations are as much a part of a principal's responsibility as it is a teacher's responsibility to assess student learning. One participant in this study emotionally admitted that she lose a close friend due to poor work performance and consequently a low teacher evaluation rating. This principal made the decision to transfer her

friend to another building in the district rather than complete the remediation process that may have had more adverse effects on the professional and the social relationships. The participant had hoped that her friend would accept professional development under a different leadership and realize that the critiques that she had been given were indeed accurate. While the participant admitted that it is never easy having performance issue conversations with staff, it is more “stressful” when a friendship had been established.

2. *The perception of favoritism.* Participants in this study were concerned about being perceived as showing favoritism towards previously established friendships. According to them, the perception of favoritism causes tension amongst staff, effect teacher morale, and destroys friendships. The participants’ advice to combat this perception is to attend only all-school functions and include everyone when hosting an event. According Marie, the perception of favoritism “will sink you faster than anything else.”
3. *The misconceptions of others.* Participants commented on the influence others’ misconceptions of their prior knowledge of the school when they became the principal. According to one participant, “The biggest thing for me was I knew that I didn’t know what I didn’t know but they didn’t know that I didn’t know what I didn’t know.” She claimed that teachers assumed that she knew about all aspects of the school when in fact what she did not know outweighed what she did know. Two other participants were handed the keys to the building and expected to just do their job. One stated that she did not

even know enough to know which questions she should have been asking.

The misconceptions of prior knowledge led all three participants to have a challenging first two years.

4. *Acceptance of peers.* Being accepted among other principals in the district was a challenge for Sophie. She began in their current district as a teacher and participated in district-wide activities in that capacity. After becoming the principal, Sophie stated that being accepted and respected by her peers was important to her because many of the principals had been in the district for years.

In summary, there are three categories of conflict that participants cited occurred in their building: (1) conflict among colleagues; (2) superior/subordinate conflict; and, (3) conflict with procedures. The participants tended to handle conflicts by addressing them with the entire staff or privately with the employees that were involved. According to the participants, directly addressing the issue and explaining expectations were successful strategies for resolving teacher to teacher conflict and conflict with procedures. In instances that the conflict was directed toward the female principal, they chose to solicit the support of an authority figure that could remain neutral and mediate the issue appropriately.

As the participants transitioned into their new professional and social roles, they were faced with other challenges that threatened their ability to perform their duties to the greatest extent possible: (1) addressing work performance issues of a friend; (2) the perception of favoritism; (3) the misconception of others; and, (4) acceptance of their

new peers. The participants found that these challenges were not only a distraction to the learning environment; at times they created tension among staff members. The participants had to be aware of how their leadership style and the authority that they used to address these challenges affected the school climate.

Question 4: From what sources of authority are these processes and changes grounded?

Sergiovanni and Starratt (2007) describe authority as “the power that is used to influence how teachers think and what teachers do about teaching and learning” (p. 25). They also stated that the success or failure of an administrator is contingent on how well the administrator strategically matches the appropriate source of authority with the circumstances of which she is dealing. They maintain that authority derived from leadership can be classified into five categories or what they consider sources: Bureaucratic Authority, Psychological Authority, Professional Authority, Technical-Rational Authority and Moral Authority.

Bureaucratic Authority. Bureaucratic authority is characterized by a hierarchy of a top-down flow of information, rules and regulations (Sergiovanni & Starratt, 2007; Sergiovanni, 1992). All decision-making come from the top of the hierarchy and passed to the bottom where the workers are responsible for the implementation of the directives. There is one right way for a school to be run. In order to maximize efficiency, principals and higher authority divide the roles and responsibilities of all its members. Those members are trained on the best way to efficiently do their jobs. Teachers are expected to follow the directives given to them or face the appropriate consequence.

Psychological Authority. Psychological Authority is sometimes referred to as personal authority. It refers to the human relationship and motivational skills that are emphasized by a school leader (Sergiovanni, 1992; Sergiovanni & Starratt, 2007). The principal believes that teachers will want to comply because of the pleasant environment and the reward system that they have put into place. The principal whose dominant style is psychological believes that what gets rewarded is what gets done.

Technical-Rational Authority. The leader which exercises technical-rational authority emphasizes logic and scientific research as the basis for decision making (Sergiovanni, 1992). Teachers are obligated to comply with the authority of their superior regardless of what they consider to be the truth (Sergiovanni & Starrett, 2005). The principal that emphasizes this authority believes that the evidence derived from logic and scientific research trumps experience and beliefs.

Professional Authority. Experience and knowledge of the teaching profession and research are the prevailing characteristics of professional authority (Sergiovanni, 1992; Sergiovanni & Starratt, 2007). Research is used as the basis to inform teachers on what to do in their classrooms. Teachers are expected to adapt to common socialization, accept current belief systems of best practice, and internalize available expertise. Administrators using professional authority uphold that one way of teaching does not exist but rather research guide decision making.

Moral Authority. A sense of obligation and duty to the community's values, assumptions and ideas are the essence of this authority (Sergiovanni, 1992; Sergiovanni & Starratt, 2007). It is believed that teachers respond to shared commitments and

feelings of interdependency. Communities are built based on the beliefs that are shared and their dedication to these authorities. The principal identifies and promotes the shared values of the community as a motivating factor for teachers.

The participants in this study were asked to share their priorities for the school year. By sharing these priorities, the principals were able to explicitly identify the values and the beliefs of the organization. The spirit of student achievement, improved instructional practices, and building a cohesive team that is committed to the mission of the school seemed to resonate with each participant. The obligation to provide students with a quality education and the commitment from the school leader to create a collegial environment that thrives on this shared duty had an overarching reliance on moral authority. The below chart (see Table 23) illustrates evidence that supports the use of moral authority as the principals aligned the priorities with the school's mission.

Table 23

Principal's Priorities – Sources of Authority

Name	Priorities	Source of Authority
Denise	<ul style="list-style-type: none"> • High Student Achievement • Improve Instructional Practices • Increase Teachers' Expectations of Students 	Moral Authority
Gabrielle	<ul style="list-style-type: none"> • Improve Instructional Practices • Improve Reading and Vocabulary Strategies 	Moral Authority
Jada	<ul style="list-style-type: none"> • Build Cohesive Team 	Moral Authority
Kimberly	<ul style="list-style-type: none"> • Implement RtI Fully at the Junior High • Professional Development on Common Core • Restructure Curriculum 	Moral Authority
Marie	<ul style="list-style-type: none"> • Building Parent and Teacher Buy-In For New Grading System and Standard Based Report Card • Examine RtI Reading Intervention for Tier 2 and Tier 3 	Moral Authority

Michelle	<ul style="list-style-type: none"> • Improve Instructional Practices • Strengthen Guided Reading Practices • Using Reciprocal Teaching 	Moral Authority
Patty	<ul style="list-style-type: none"> • Maintain Student Enthusiasm • Maintain Teachers' High Expectations of Students 	Moral Authority
Shawna	<ul style="list-style-type: none"> • Increase Teaching Reading Strategies 	Moral Authority
Sophie	<ul style="list-style-type: none"> • Maintain Positive Environment • High Student Achievement 	Moral Authority
Tiffany	<ul style="list-style-type: none"> • Incorporating Writing Consistently in Every Grade • Align Curriculum to Common Core Standards 	Moral Authority
Wendy	<ul style="list-style-type: none"> • Increase Administration Support of Teachers • Increase Staff Morale • Build Relationships 	Moral Authority

Participants in this study acknowledged that they relied on situational leadership or utilized two or more leadership approaches to address the various needs of the environment. With this in mind, they are aware that the situation shapes their leadership style. They understand how their leadership approach affects the climate. Marie stated that she is aware that her attitude, facial expressions, and body language affected others. She stated, "...someone will think that because I have a look on my face or because I answer shortly that I am upset and it has nothing to do with them." She, like other participants, is conscious of her tone when she interacts with her female staff. Of equal importance, they align their leadership style to best fit the needs of the current situation.

These data in this study indicate that there are three noticeable changes in the social relationships when the professional relationship changes: principals that had non-existent social relationships began to form social relationships with their subordinates and intimate social relationships become either strengthened or relinquished. The changes in

the social relationships have implications for the source of authority that the participants relied on when making decisions.

According to these data, participants cited three motives for becoming more social: (1) to uplift staff morale; (2) to build trusting relationships in a non-threatening environment; and (3) to show employees that they care. Each of the motives indicated that a harmonious interpersonal relationship with the staff made teachers easier to work with and more apt to cooperate. The principals believed that it was their professional responsibility to nurture a climate characterized by congeniality among teachers. Their previous experience as a teacher in the building gave them unique insights on the type of assistance and support that the teachers need in order to meet or maintain professional standards.

With this emphasis on improving the interpersonal relationships and the professional practices, the participants in this study tended to couple professional authority with psychological authority when transforming a non-existent social relationship to a social relationship. The participants' commitment to the priorities that they previously disclosed and the shared mission of the school was the underlining reason for these actions causing them to indirectly exercise moral authority. The below chart (see Table 24) illustrates evidence that supports the principals' usage of moral authority as the driving force behind the dual application of psychological and professional authorities when establishing a social relationship with their subordinates.

Table 24

Motives for Socialization

Motive For Becoming Social	Evidence	Source of Authority (Actions)	Source of Authority (Why)
Uplifting staff morale	<ul style="list-style-type: none"> • Staff morale was low • Teachers feared job security • Teachers were stressed about added responsibilities • Principal worked with the social committee to address declining school climate 	Psychological Authority Professional Authority	Moral Authority
Building trusting relationships in a non-threatening environment	<ul style="list-style-type: none"> • Principal was aware that the environment was toxic prior to her leadership • Teachers were not effectively working together • Attempts to do team building activities were futile inside of the school • Socializing in a non-threatening environment was more productive 	Psychological Authority Professional Authority	Moral Authority
Showing employees that they care	<ul style="list-style-type: none"> • Administrative duties are time consuming and does not allow for personal interaction • Not making time to show you care “sends the wrong message” • Building relationships creates teams of professionals that work for the success of the school 	Psychological Authority Professional Authority	Moral Authority

These data in this study imply that the professional role change has an impact on intimate relationships that were previously established with other females. In cases that intimate social relationships were established prior to becoming a principal, these relationships tended to either become strengthened or relinquished after the role change.

Participants in this study cited three factors that helped to strengthen the social relationships that existed: (1) close proximity; (2) more intimate activities; and, (3) more forthcoming and upfront with the superior. Participants that cited that their friendships were strengthened relied on both the interpersonal rewards of building and/or maintaining relationships and on their professional experience that informed them of the rewards of creating an environment of interdependency, collaboration, and team support. Similar to principals that decided to establish social relationships after their role change these principals acknowledge the effects that positive interpersonal relationships have on the school's climate which lends to their priorities for a collegial environment this school year. With their priorities in mind, the participants are also influenced by moral authority and their obligation to promote the shared values and beliefs of the school. Participants whose friendships strengthened after their role change tended to rely on moral, professional, and psychological authorities. The chart (see Table 25) below illustrates the factors that contributed to the strengthening of their friendships, along with evidence to support the authorities that they most used.

Table 25

Factors for Strengthening Social Relationships

Factors of Strengthening Social Relationships	Evidence	Source(s) of Authority (Action)	Source of Authority (Why)
Close proximity	<ul style="list-style-type: none"> Studies have shown that it enhance workplace friendships Studies show that it fosters better working relationships, improve team effectiveness and increase productivity Close friendships began to fade away when distance became a factor When distance was no longer a factor, friendships were rekindled and strengthened 	Psychological Authority Professional Authority	Professional Authority
More intimate activities	<ul style="list-style-type: none"> Provide a sense of support, problem solving assistance, and improve personal lives Participated in more one-on-one activities Subordinates introduce superior as friend 	Psychological Authority	Moral Authority
More forthcoming and upfront with the superior	<ul style="list-style-type: none"> Principal was unsure of their ability to lead and admitted to making mistakes Workplace friends had private conversations with her to provide professional support and critique Participant believes that the information received was constructive and she appreciated receiving the feedback 	Psychological Authority Professional Authority	Moral Authority Professional Authority

While some participants were able to maintain their friendships after their role change, others' relationships were relinquished. According to the participants, there were four main causes for the deterioration of the relationships: (1) Work performance issues and poor evaluations; (2) broken trust; (3) failure to premeditate boundaries; and, (4) misconception of favoritism. The principals in this study have professional expectations for themselves as leaders and for the teachers that were more important to them than maintaining friendships. The structure of the organization dictates the roles and responsibilities of the members. Teachers are expected to execute their job in the manner that has been prescribed to them and principals are viewed as managers. Failure of the teachers to execute their jobs accordingly results in consequences. The principals in this study tended to rely on bureaucratic and professional authorities to address the needs of their professional role as an instructional leader which in turn had implications to their social role with subordinates.

Trust is a human relation factor that impacts the work environment. The lack of trust can foster a hostile environment while a trusting environment can contribute to productivity. A trusting relationship between a superior and her subordinate compels employees to adhere to the authority of the leader with the knowledge that it will serve the greater good of the organization; thereby the lack of trust can create an environment which motivates the leader to focus on rebuilding those relationships for the sake of the environment. In addition to utilizing bureaucratic and professional authorities, the principals in this study also relied on moral and psychological authorities to address the needs of the entire staff. The chart below (see Table 26) illustrates the causes related to

relinquishing the social relationships and evidence to support the sources of authority that the principal relied upon for making decisions.

Table 26

Causes for Relinquishing Social Relationships

Causes for Relinquishing Social Relationships	Evidence	Source(s) of Authority (Actions)	Source of Authority (Why)
Work performance issues and poor evaluation	<ul style="list-style-type: none"> • Participants have to negotiate the objectivity of the job and subjective of the friendship • Work performance issues existed • Participant was unable to effectively address the issue or remediate the teacher • Decisions were made to address professional issues that impacted the social relationship 	Bureaucratic Authority Professional Authority	Moral Authority
Broken trust	<ul style="list-style-type: none"> • Teachers view administration as a “us” versus “them” • Teachers feared that information will be shared with upper administration that would impact their job security • Teachers felt that the participant was no longer one of them and that her alliance was now with the Superintendent 	Bureaucratic Authority Psychological Authority Professional Authority	Moral Authority
Failure to premeditate boundaries	<ul style="list-style-type: none"> • Teacher asked for a “special request” • Principal felt the request was unorthodox and would not have been asked of any other administrator • Principal denied the request • Friendship was severed 	Bureaucratic Authority Professional Authority Psychological Authority	Moral Authority Professional Authority

Table 26 (continued)

The misconception of favoritism	<ul style="list-style-type: none"> • Caucasian teachers expressed their concern of favoritism • Principal attempts to include everyone was futile • School climate began to suffer • Workplace friendships were severed 	Psychological Authority Professional Authority	Moral Authority Professional Authority
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Limitations of the Study

While this research serves to be informative for female school leaders, there are limitations due to the design of the research: These limitations include the following:

1. The sample of participants (n=11) does not adequately represent all female principals in the state of Illinois. However, by limiting the amount of participants, the researcher was able to have richer conversations with participants that thoroughly described their experiences in effort to understand the journey from colleague to superior.
2. The sample of participants (n=11) were all principals in a similar geographic area, the Chicagoland suburban area. This geographical location of the study may not represent all female principals in the state of Illinois.
3. Identification of themes and the interpretation of data is a subjective process. The researcher of this study is a female with a similar situation as the participants of this study, although not as a principal. The researcher's point of view and biases limits the ability to provide more generalizable results.

4. Each interview was audio-taped and transcribed by the researcher. Although transcriptions were provided to the participants for member checking, only eight of the participants responded. Three of the participants clarified responses which were noted in the final transcripts.
5. Due to the nature of the subject, the subordinates' perceptions were absent from this study. The researcher did not want to impose any unforeseen risks that may have been a conflict of interest in this study.

Recommendations for Further Research

While the purpose of this study was to examine female principals that lead within the same school that they once taught, other questions arose that have implications for educational leaders. Based on the nature of this study, the following are recommendations for future studies.

1. A follow-up study could be conducted that examines the subordinates' views of the social relationship after the professional role has changed. While it was this researcher's intent not to include participants that might experience possible risks as a result of their participation, a follow-up study could be conducted after the professional relationship has ended.
2. A similar study could be conducted using male participants to examine their changes in the social relationships after a professional relationship changes. Female and male leaders who experience a similar plight to administration could be compared to understand the similarities and differences that exist.

3. A longitudinal study could be conducted on female principals once they enter a principal position in the same school that they once taught and continue throughout their first three years as the principal. This methodology could provide a more accurate account of the experience of the principal as opposed to being reliant on memory.
4. A follow-up study to the results of this research could be done to understand the lack of intentional processes used by females to transition into a new social and professional role concurrently. The expression of the value of the relationship yet the lack of safeguarding them may have implications for female leaders that balance friendships and professional responsibilities in the workplace.
5. A similar study could be conducted on the effects that hiring friends have on the workplace. Considering the fundamentals of friendships and the professional obligations of the principal, understanding how the leader negotiates those two roles could be examined for current and aspiring administrators as a tool for considering their hiring process.

Implications for Educational Leadership Preparation

New leaders are faced with the challenge of learning their new professional role while building trusting relationships with their subordinates. For the new principal that leads within the same school that they once taught, it can be easily taken for granted that the social relationships that were once formed as a colleague will remain intact after the professional role change. As can be seen from this study, 100% of the participants did

not employ any intentional processes to prepare for their shift in their social role. If given time to prepare for their new responsibilities, the participants chose to spend that time solely preparing for the professional role change.

The position that the participants held immediately preceding the principals' role ascension had implications for the degree in which the social relationships had developed. Classroom teachers were more likely to build social relationships than non-classroom teachers. According to the former classroom teachers, the ready-made teams were instrumental in constructing these social relationships. Working in teams to make shared decisions or to share information and responsibilities with the same core group of people insisted that team members established norms that allowed them to work respectfully together. Establishing social relationships seemed to be inevitable when people learned to work harmoniously together thereby increasing the odds that these intimate relationships would be established.

There is much to be said about a female principal that expresses high regards for previously established friendships but fails to safeguard them. This lack of planning leads to several considerations for females aspiring to become a principal. First, the aspiring principal needs to determine if her friendships are valuable because there is a possibility that the changes in professional status may have an unfavorable effect on the social relationship. If the friendships are valuable, such are the cases of Marie, Kimberly, and Wendy; the principal should consider ways that they can appropriately prepare for the role transition. This preparation can be inclusive of having conversations with their friend(s) regarding how they can protect the friendship and to jointly establish healthy

boundaries. Also, the aspiring principal should consider reading and reviewing current literature that will assist them during their transition into administration. Current literature can be used to inform the newly appointed principal of strategies that they can employ as they navigate through the first years of administration which has already been associated with stress, fear, and tension. Failure to have these difficult conversations or do the appropriate preparation may come with higher consequences than the principal could have anticipated.

Additionally, aspiring principals should be conscientious of the perception of favoritism towards previously established friendships. The females in this study, over 50% (n=6), commented on the dangers that the perception of favoritism has on the school climate. These participants considered themselves to be fair and equitable but yet they were accused of favoring employees and being biased. This implies that aspiring principals should make considerations for how they can maintain equity and fairness at all times.

Dryier (2009) emphasizes the importance of female administrators acquiring mentors for emotional support. In the current study, participants that did not have a mentor or did not receive any type of mentoring were more likely to have a difficult transition into the principalship than principals that did have a female mentor. Four participants in this study had a female mentor when they became the principal. These four participants seemed to transition into their role with more ease than those that did not have a mentor based on their description of their first year. Tiffany expressed the many mistakes that she made as a new principal and believed that had she been trained

under a female principal first, those mistakes would not have been made. Therefore, having a female mentor allows new principals to have someone with experience to help guide them through a potentially turbulent first year.

Conclusions

In conclusion, data from this study found that females who did not socialize with their colleagues tended to become more social after their role ascension into the principalship. Participants in this study cited three reasons for this change in social interaction: (1) to uplift staff morale; (2) as a means of building trusting relationships in a non-threatening environment; and, (3) as a means of showing teachers that they care.

Intimate friendships that were established tended to be either strengthened or relinquished after the role change. Participants in this study cited three factors to the strengthening of their friendships: (1) closer proximity; (2) more intimate activities; and, (3) subordinate/friends being more upfront and forthcoming. Similarly, participants in the study cited four causes for relinquishing friendships: (1) work performance issues and poor evaluations; (2) broken trust, (3) failure to premeditate boundaries; and, (4) the misperception of favoritism.

The principals in this study admitted that they did not utilize any intentional processes as they transitioned from colleague to superior of other females where a friendship had previously been established. While it is hard to determine if this lack of planning was intentional or related to the essence of female leadership, the one common denominator that all participants shared was the lack of planning for the effects that the professional role change would have on the social relationship. Failing to prepare the

social relationships after the professional role change had dire consequences for some participants. This suggests that new principals that have a dual role of friend and superior should have intentional conversations with their subordinate and make appropriate preparations to address the dual role. These conversations should be inclusive of establishing healthy boundaries and discussing professional and social expectations of one another.

The participants expressed the importance of teaming to achieve their goals for the school. Nurturing a collaborative environment, allowing opportunities for shared decision making, and creating team building experiences are all responsibilities of the school leader to ensure the climate is healthy and cooperative. Most participants relied on a mixture of bureaucratic, moral, professional, and psychological authorities as a means of motivating teachers to work interdependently. This suggests that these leaders are aware of the complexity of their position and made the necessary adjustments to meet the needs of the organization by leading accordingly.

Participants in this study advised aspiring principals that leadership is challenging so one has to love what one does. According to Michelle, “I can teach you the curriculum, I can teach you how to deal with the difficult parents... but I can’t teach you to love your job;” which is true for both the principal and the teacher.

The relationships that leaders build with their teachers are important to the functioning of the school. In order to build these relationships, a leader must learn about her staff and know how they work. Also, she must understand the needs of her subordinates because they will work better together when they know the principal cares.

Trust is an essential ingredient to building a productive relationship. Trust compels teachers to work for a principal in as much as it compels principals to empower teachers to make decisions. It is so powerful that without it, both professional and social relationships are shattered.

Jada uses an analogy each year to inspire her teachers. This year's analogy is "flying geese." She told the story of how geese take turns being a leader and when one gets tired, another takes over so that the leader can rest. Not only did she share the story of geese to her staff but she posted pictures of geese throughout the building, gave away geese inspired trinkets and included similar stories in subsequent professional developments. She advised principals to identify something that can be used to inspire the teachers throughout the year so that they know that they are a necessary part of the team.

Tiffany advised principals to know their craft. It is important that an aspiring principal understands what they are committing to beforehand because the journey can be difficult. According to Gabrielle, "it is a lonely position." However, learning your job, having a mentor, and committing to professional development are the difference between being a manager and being an accomplished leader.

Kimberly had not foreseen that her new position would cost her friendships. She stated, "I thought we (are) still all going to be friends and it was going to be one happy family... So how my friendships have changed? I have no friends at school... I am part of the group that they exclude."

Wendy struggled at first with relinquishing her friendships but soon realized that as a leader, there were sacrifices that she would have to make for the betterment of the school. She stated,

At first it bothered me because I thought I should not have had to do that especially when everything was going well... But in the long run, I do understand that it was a decision that I had to make and I knew I had to do it and I am glad I did.

Not all participants had to unwillingly relinquish friendships like Kimberly and Wendy. As Jada shared her thoughts on maintaining friendships she stated, "I think to work in a place where you worked before and you have friends and suddenly not be their friends anymore because now you are the boss; that would really be a nasty way to be... You're going to have to figure out a way."

However, as the building principal and as a female who relies on the nurture and support that friendships provide, there is a need to find balance professionally and socially so that the two roles do not clash. Creating boundaries and establishing healthy work norms are vital to the existence of both roles. As Marie considered her role as the principal and friendships that she had previously established, she commented,

By virtue of my job, it is not a good idea to become very good personal friends with people that you employ. But those relationships do happen and they evolve over time. There are one or two people here who yes, I am their supervisor but I am also a very close friend. I think the reason those relationships work is because there is an underlying respect

for what it is that we do and an understanding that there are simply things that I cannot talk about and they are just off the table.

While the participants' priorities are within the scope of moral authority, the situation at hand oftentimes compelled them to practice a different authority. This suggests that the principals were aware that leadership is situational and the authority that they apply tends to address what is needed for that situation. Consequently, leaders must develop strategies that will allow them to return to the moral responsibilities of their position. This can be done by leaders having regular conversations with their team about the shared priorities of the school and determining if their collective actions contribute to the advancement of these priorities. Ensuring that the priorities of the school are consistently at the forefront of all actions and decision making allows leaders to practice moral authority thereby aligning their priorities with their actions.

This study illustrated the complexity and fragility of friendships among women particularly in the workplace. The participants displayed a moral obligation to the organization that overshadowed their moral obligations to their friendships especially when the intent behind the actions was not understood. Often, employees and friends alike are not always able to look beyond action and interpret the reasons or the intent. Establishing healthy boundaries are important to the survival of superior/subordinate friendships. However these boundaries must be grounded in moral authority to ensure that the subjectivity of the friendship does not contradict the objectivity of the professional role as an educational leader.

This research suggests that the principal can best safeguard her friendships that have been established by having intentional conversations with her subordinate/friend that is grounded in moral authority and is inclusive of her commitment to the success of the organization. These conversations may provide the principal and the subordinate with a platform to express the moral obligations of their professional relationships and the impact that these obligations may have on their social relationships. The principal that relies primarily on moral authority may protect the well-being of her friendships along with maintaining the integrity of the organization by aligning her practices with her moral intent.

APPENDIX A
FREEDOM OF INFORMATION REQUEST

Freedom of Information Office
Illinois State Board of Education
100 North First Street
Springfield, IL 62777-0001
ATTN: FOIA Request

September 1, 2011

Dear Sir or Madam:

I, Erica Jordan, hereby request that the Illinois State Board of Education produce the following public records pursuant to the provisions of the Illinois Freedom of Information Act, 5 Ill.Comp.Stat.Ann.140/1 *et seq.* for the purposes of Doctoral research at Loyola University Chicago which is being supervised by Dr. Marla Israel, Associate Professor in the School of Education.

- 1. The name, district name, district mailing address, email address and phone number for all Illinois public elementary and secondary school female principals in DuPage, Will, Kane and suburban Cook counties.**

Please produce the requested records to **Erica Jordan, 8538 S. Michigan Ave, Chicago, IL 60619** or (if provided electronically) to **ejordan1@luc.edu**, within (7) working days of your receipt of this request [Ill.Comp.Stat.140/3(c)]. If the requested records cannot be produced within seven (7) working days, please notify me in writing of the reason(s) for the delay and the date by which requested records will be available.

If you do not understand this request, or any portion thereof, or if you feel you require clarification of this request, or any portion thereof, please contact me at 773/343-9520.

Thank you for your attention to this matter.

Sincerely,

Erica Jordan

Sent via FAX to 217/524-8585

APPENDIX B

LETTER TO ALL FEMALE PRINCIPALS

To Whom It May Concern:

I am conducting a study on female principals that lead within the same school that they once taught in as part of my doctoral studies at Loyola University at Chicago. The purpose of this study is to examine the strategies employed by female principals as they transition from the role of colleague to superior in which a friendship had previously been established. The format of this study will be based on interviews with **female principals that have a minimum of two (2) years of administrative experience within the same school that they once taught at for at least three (3) years.**

The interview is expected to last approximately 45-minutes and will require the usage of an audio tape recorder. During this time, you will have an opportunity to tell your story about your experience as a principal transitioning into a new professional and social role concurrently. If you fit the above criteria, I would appreciate your participation in this research study. This project could inform inspiring and novice principals on how to best transition into a leadership role at their current school. If you do not meet the above criteria but know of someone that does, please feel free to share my contact information with that person.

Should you be willing to take part in this research or have any questions, please do not hesitate to contact me at 773/343-9520 or ejordan1@luc.edu. I look forward to hearing from you.

Sincerely,

Erica Jordan

APPENDIX C

MAIL

Project Title: Examining female principals that lead within the same schools that they once taught

You are being asked to participate in this study because you have been identified as being a female principal that has a minimum of 2 full years of administrative experience and 3 or more years of experience within the same building as a colleague to people that are now your subordinates.

Purpose:

The purpose of this study is to examine female principals of schools in which they once taught at in order to further the understanding about this phenomenon. This study will explore the transition from colleague to superior through the perceptions of female principals that established social relationships with colleagues prior to ascending to principal. Additionally, this research will examine strategies that are used to balance social relationships while maintaining high levels of teacher expectations, performing evaluations, and exerting disciplinary actions.

Procedure:

If you agree to be in this study, you will be asked to:

- Sign and electronically return a “Letter of Cooperation,” indicating your agreement to participate in this research study.
- Participate in a 45-minute interview about your perceptions of transitioning from colleague to superior and the related impact it has on the professional and social relationships. The interview will include questions pertaining to your role in the school, your professional and personal relationship with your subordinates, and your perception of the alterations in these relationships after your role change. Most questions will be open-ended and will require you to reflect on the answer thoroughly and respond as detailed as possible. For example, “Prior to becoming an administrator, describe the type of professional relationships you established with your colleagues.”

Risk/Benefits:

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

There are no direct benefits to your participation; however, it is hoped that this study will add to the body of research in leadership, education, and gender studies. Additionally, it is hoped that the information learned in this study will benefit current and future principals.

Confidentiality:

In order to guarantee that all information that you provide remains confidential the interviewer will adhere to the following:

- The interviewer will not refer to the interviewee by name or initials at any time within the research. Instead, the interviewee's name and school will be assigned an alias that will be used to identify subjects throughout the entire study. The interviewer will also share the notes with the interviewee after the notes have been typed. At this time, the interviewee has the right to remove any quotes or comments that they do not want on record or can clarify any statements as needed without any consequences.
- The researcher will create a key that links the interviewee with their alias. This key will be stored in a locked cabinet in the researcher's residence which no other person shall have access to at any time.
- All responses will remain confidential. All data will be analyzed/coded using the assigned alias. Individual names and names of the school districts will not be mentioned in the final writing.
- The audio tape recordings of the interview will be kept in a locked file in the researcher's home. Recordings and keys will be destroyed three years after the submission of the final writing.

Voluntary Participation:

Participation in this study is voluntary. If you do not wish to participate in this study, you do not have to participate. Even if you do decide to participate, you may elect not to answer a specific question or to withdraw from participation in the study at any time without penalty.

I hope you will to assist me in my doctoral research.

Thank you for your time.

APPENDIX D

LETTER OF COOPERATION TO PARTICIPATE IN RESEARCH

Project Title: Examining female principals that lead within the same schools that they once taught

Researcher: Erica Jordan

Faculty Sponsor: Dr. Marla Israel

Introduction:

As we discussed previously, you are being invited to participate in a research study being conducted by Erica Jordan for her dissertation, under the supervision of Dr. Marla Israel in the School of Education at Loyola University of Chicago.

You are being asked to participate in this study because you are a female principal that has a minimum of 2 full years of administrative experience. Also, you have 3 years or more years of experience within the same building as a colleague to people that are now your subordinates.

Purpose:

The purpose of this study is to examine female principals of schools in which they once taught in order to further understanding about this phenomenon. This study will explore the transition from colleague to superior through the perception of female principals that established social relationships with their colleagues prior to the role modification.

Additionally, this research will examine strategies that are used to balance social relationships while maintaining high levels of teacher expectations, performing evaluations, and exerting disciplinary actions.

Please read this form carefully and ask any questions of the researcher you wish before agreeing to participate in this study. You may contact the researcher at 773/343-9520.

Procedure:

If you agree to be in this study, you will be asked to:

- Please download this “Letter of Cooperation” onto your personal stationery. Please sign the form and email it to the researcher to ejordan1@luc.edu. Signing and returning this letter of cooperation will indicate your agreement to participate in this research study.
- Participate in a 45-minute interview about your experience as a teacher transitioning into a principalship at the same school that you once taught. At the interview, you will be asked to sign a “Consent to Participate in Research” letter. The interview will be taped and transcribed. The transcriber hired for this purpose has also signed a confidentiality agreement. Throughout the interview, your responses will be checked for accuracy. You will have the opportunity to suggest revisions to the transcript, if necessary. Once the transcript is in a final stage, all identifiers will be removed.

Risk/Benefits:

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

There are no direct benefits to your participation; however, it is hoped that this study will add to the body of research in leadership, education, and gender studies. Additionally, it is hoped that the information learned in this study will benefit current and future principals.

Confidentiality:

In order to guarantee that all information that you provide remains confidential the interviewer will adhere to the following:

- The interviewer will not refer to the interviewee by name or initials at any time within the research. Instead, the interviewee's name and school will be assigned an alias that will be used to identify subjects throughout the entire study. The interviewer will also share the notes with the interviewee after the notes have been typed. At this time, the interviewee has the right to remove any quotes or comments that they do not want on record or can clarify any statements as needed without any consequences.
- The researcher will create a key that links the interviewee with their alias. This key will be stored in a locked cabinet in the researcher's residence which no other person shall have access to at any time.
- All responses will remain confidential. All data will be analyzed/coded using the assigned alias. Individual names and names of the school districts will not be mentioned in the final writing.
- The audio tape recordings of the interview will be kept in a locked file in the researcher's home. Recordings and keys will be destroyed three years after the submission of the final writing.

Voluntary Participation:

Participation in this study is voluntary. If you do not wish to participate in this study, you do not have to participate. Even if you do decide to participate, you may elect not to answer a specific question or to withdraw from participation in the study at any time without penalty.

Contacts and Questions:

If you have questions about this research study, please contact:

Erica Jordan at ejordan1@luc.edu

Dr. Marla Israel at misrael@luc.edu

If you have questions about your rights as a research participant, you may contact Loyola's Office of Research Services at (773)508-2689.

Statement of Cooperation:

I, the principal, agree to cooperate in the research to be conducted by Erica Jordan, a Loyola Doctoral student entitled *Examining female principals that lead within the same schools that they once taught*.

Principal's Signature

Date

Researcher's Signature

Date

APPENDIX E
CONSENT TO PARTICIPATE

Project Title: Examining female principals that lead within the same schools that they once taught

Researcher: Erica Jordan

Faculty Sponsor: Dr. Marla Israel

Introduction:

You are being invited to participate in a research study being conducted by Erica Jordan for her dissertation, under the supervision of Dr. Marla Israel in the School of Education at Loyola University of Chicago.

You are being asked to participate in this study because you are a female principal that has a minimum of 2 full years of administrative experience. Also, you have 3 or more years of experience within the same building as a colleague to people that are now your subordinates.

Please read this form carefully and feel free to ask questions that you may have before deciding whether to participate in this study.

Purpose:

The purpose of this study is to examine female administrators of schools in which they once taught in order to further understanding about this phenomenon. This study will explore the transition from colleague to superior through the perception of female principals that established social relationships with colleagues prior to the role modification. Additionally, this research will examine strategies that are used to balance social relationships while maintaining high levels of teacher expectations, performing evaluations, and exerting disciplinary actions.

Please read this form carefully and ask any questions of the researcher you wish before agreeing to participate in this study. You may contact the researcher at 773/343-9520.

Procedure:

If you agree to be in this study, you will be asked to:

- Participate in a 45-minute interview about your experience as a teacher transitioning into a principalship at the same school that you once taught. At the interview, you will be asked to sign a "Consent to Participate in Research" letter. The interview will be taped and transcribed. The transcriber hired for this purpose has also signed a confidentiality agreement. Throughout the interview, your responses will be checked for accuracy. You will have the opportunity to suggest revisions to the transcript, if necessary. Once the transcript is in a final stage, all identifiers will be removed.

Risk/Benefits:

There are no foreseeable risks involved in participating in this research beyond those experienced in everyday life.

There are no direct benefits to your participation; however, it is hoped that this study will add to the body of research in leadership, education, and gender studies. Additionally, it is hoped that the information learned in this study will benefit current and future principals.

Confidentiality:

In order to guarantee that all information that you provide remains confidential the interviewer will adhere to the following:

- The interviewer will not refer to the interviewee by name or initials at any time within the research. Instead, the interviewee's name and school will be assigned an alias that will be used to identify subjects throughout the entire study. The interviewer will also share the notes with the interviewee after the notes have been typed. At this time, the interviewee has the right to remove any quotes or comments that they do not want on record or can clarify any statements as needed without any consequences.
- The researcher will create a key that links the interviewee with their alias. This key will be stored in a locked cabinet in the researcher's residence which no other person shall have access to at any time.
- All responses will remain confidential. All data will be analyzed/coded using the assigned alias. Individual names and names of the school districts will not be mentioned in the final writing.
- The audio tape recordings of the interview will be kept in a locked file in the researcher's home. Recordings and keys will be destroyed three years after the submission of the final writing.

Voluntary Participation:

Participation in this study is voluntary. If you do not wish to participate in this study, you do not have to participate. Even if you do decide to participate, you may elect not to answer a specific question or to withdraw from participation in the study at any time without penalty.

Contacts and Questions:

If you have questions about this research study, please contact:

Erica Jordan at ejordan1@luc.edu

Dr. Marla Israel at misrael@luc.edu

If you have questions about your rights as a research participant, you may contact Loyola's Office of Research Services at (773)508-2689.

Statement of Consent:

Your signature below indicates that you have read the information provided above, have had an opportunity to ask questions, and agree to participate in this research study. You will be given a copy of this form to keep for your records.

Principal's Signature

Date

Researcher's Signature

Date

APPENDIX F

PRINCIPAL ORAL PROTOCOL AGREEMENT

1. Your district: Elementary _____ (Grade levels _____) or Secondary _____ Unit _____
2. Number of years as a teacher at this school _____
3. Number of years as principal at this school _____
4. Total number of years as teacher prior to becoming a principal _____
5. Racial/ethnic group _____
6. How do you define success for the school?
7. What were your priorities for this school year?
8. Describe your leadership style.
9. Prior to becoming a principal, describe the type of professional relationships that you established with your colleagues.
10. Prior to becoming a principal, describe the type of social relationships that you established with your colleagues.
11. Prior to becoming a principal, how did you visualize your role in the organization would change?
12. Prior to becoming a principal, how did you visualize your role in the organization would remain the same?
13. How would you best describe the type of environment that you worked in as a teacher at this school? How has this environment changed since you have become the principal?
14. After becoming the principal, describe the type of professional relationships you have/had with your subordinates that were once your colleagues.

15. After becoming the principal, describe the type of social relationships you have/had with your subordinates that were once your colleagues.
16. Describe the preparations that you may have made in regards to working with staff in anticipation of your role change.
17. Has the role change from colleague to superior effect previously established friendships? If so, how?
18. Since becoming a principal, what has **changed** as it relates to your interaction with your female staff?
19. Since becoming a principal, what has **remained the same** as it relates to your interaction with your female staff?
20. Is there anything that you would have liked to have done differently to prepare yourself for your role ascension to the principalship?
21. How do you perceive your subordinates view you now that you are the principal?
22. How does this differ from your perception of how they viewed you prior to becoming the principal?
23. What are your personal thoughts about maintaining friendships with female employees?
24. Can you tell about a conflict in your building and how you resolved it?
25. Is there anything else you would like to share about your transition from colleague to superior?

APPENDIX G

CONFIDENTIALITY AGREEMENT – TRANSCRIPTION SERVICE

I, _____ transcriptionist, agree to maintain full confidentiality in regards to any and all audiotapes and documentation received from Erica Jordan related to her doctoral study: *Examining female principals that lead within the same schools that they once taught*. Furthermore, I agree:

1. To hold in strictest confidence the identification of any individual that may be inadvertently revealed during the transcription of audiotaped interviews, or in any associated documents.
2. To not make copies of any audiotapes or computerized files of the transcribed interview texts, unless specifically requested to do so by Erica Jordan.
3. To store all study-related audiotapes and materials in a safe, secure location as long as they are in my possession.
4. To return all audiotapes and study-related documents to Erica Jordan in a complete and timely manner.
5. To delete all electronic files containing study-related documents from my computer hard drive and any back up devices.

I am aware that I can be held legally liable for any breaks of the confidentiality agreement, and for any harm incurred by individuals if I disclose identifiable information contained to the audiotapes and/or files to which I will have access.

Transcriber's name (printed): _____

Transcriber's signature: _____

Date: _____

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VITA

The author was born and raised on the South Side of Chicago, Illinois. She attended private school throughout her childhood and attended one of the top performing high school in Chicago for high school. Upon completing her schooling at a Chicago public high school, she was offered a full academic scholarship from Aurora University in Aurora, IL where she enrolled and graduated in 1996 with a Bachelors of Arts degree in Elementary Education. She then taught third grade in suburban Cook County for several years when she enrolled at Governor's State University. There she earned a Masters of Arts degree in School Counseling in 2001. After practicing successfully as a professional school counselor for five years, she again returned to graduate school to pursue a degree in Educational Administration. Mrs. Jordan was accepted into the Doctoral Program at Loyola University in 2007. She completed her studies in 2012 when she earned a Doctorate Degree of Education in Educational Administration and Supervision.

Mrs. Jordan began her career in education as a classroom teacher. She became a National Board Certified Counselor in 2007 and the Counseling Department Chair. She currently holds the position of Sophomore Academy Administrator and Counseling Department Chair for a Chicago public high school.

DISSERTATION COMMITTEE

The Dissertation submitted by Erica M. Jordan has been read and approved by the following committee:

Marla Israel, Ed.D., Director
Associate Professor, School of Education
Loyola University Chicago

Janis Fine, Ph.D.
Associate Professor, School of Education
Loyola University Chicago

Kimberly Dryier, Ph.D.
Assistant Superintendent for Instructional Services
District 230